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The institute was designed to provide information and develop some ability in initiating, developing, and evaluating programs for training workers as food service supervisors in post-high school level programs. Organizational details, student and faculty qualifications, a job description and analysis of the food service supervisor occupation are included in the document. A curriculum designed to prepare individuals for employment in the food service areas in hospitals, homes for the aged, homes for children, hotels, restaurants, schools and industrial cafeterias and other similar operations as food service supervisors and/or managers, lists necessary course work at the junior colleges and area vocational-technical schools. Instructional materials are designed to develop concepts of: (1) supervision of a food service department, (2) nutrition, diets, and menu planning, (3) food purchasing, storage, and handling, (4) food preparation and service, (5) sanitation, safety, and care of facilities, and (6) equipment, records, and reports. They are presented in tabular form, specifying content, experiences, evaluation, and resources. The appendix contains survey and job analysis forms, specifications for facilities and equipment, an equipment list, and a bibliography. Related materials are available as vt 007 682. (FP)

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Volume I

A POST-HIGH SCHOOL PROGRAM

in

FOOD SERVICE SUPERVISION

VOCATIONAL EDUCATION IN HOME ECONOMICS

Aleene A. Cross, Project Director
College of Education
University of Georgia
Athens, Georgia

May 1, 1966 - June 30, 1967

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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FORWARD

This material was prepared in a workshop held at the University of Georgia, July 25 - August 12, 1966, financed through the 4 C funds from the Federal appropriation of 1963 for Vocational Education.

The program outlined in this publication to be offered at the post-high school level, is designed to prepare selected students for employment in food service supervisory positions in such establishments as hospitals, hotels, nursing homes, childrens houses, resturants and industrial and school cafeterias.

Suggestions for two post-high school programs are outlined in this material - one for our Area Vocational Technical school, and the other for a two year program in a Junior or Community College.

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INTRODUCTION

Project Title: An Institute for Home Economics Teachers from Region III and IV, Concerned with Techniques and Procedures for Initiating, Developing, and Evaluating Programs at the Post High School Level to Prepare Food Service Supervisors.

1. PURPOSE

The major purpose was to conduct an institute designed to provide information and develop some ability in initiating, developing, and evaluating programs for training workers in selected occupations utilizing Home Economics knowledge and skills. Specifically these programs were for food service supervisors, offered at the post high school level. Materials and instructional aids for this program were a planned outcome. Participants were selected teachers, supervisors, and teacher educators from seven southern states. These states were Alabama, Florida, Georgia, Kentucky, Mississippi, South Carolina, and Tennessee.

Specific objectives of the institute were to:

1. Become acquainted with procedures for initiating occupational education programs.
2. Gain up-to-date knowledge about food service.
3. Develop skill in planning programs at the post high school level in food service.
4. Develop resource materials and suggested instructional aids for use in said programs.
5. Become acquainted with procedures for evaluating occupational education programs and to develop evaluation devices for programs in food service.

2. PROCEDURES

The content consisted of three related phases which were: Phase I: Instruction in procedures for initiating and organizing occupational education courses, and in up-to-date course content in food service. Phase II: Development of materials and suggested instructional aids for occupational courses for food service workers to be taught at the post high school level. Phase III: Instruction in methods for evaluating occupational education programs and development of devices to be used with food service trainees.

Phase I was intended to meet objectives one and two and utilized the lecture-discussion method, field trip, visual aids, small group work, and reading materials. Content included making a survey of employment needs, organizing and advisory group, job analysis, legal aspects, and equipment, as well as subject matter content in food service.

Phase II was planned to help participants achieve objectives three and four. This phase included a review of all available materials, development of a sequence chart so as to see relationship of all levels of training, determination of total program requirements, development of resource materials, and preparation of instructional aids. Sub-groups of three or four worked on different phases at appropriate times. Competent resource people directed the discussion for determining content outline, served as consultants for small group work, were responsible for quality of content, and for completing materials on schedule.

Phase III was correlated with objective five. The lecture-discussion method and small group work were methods used for this phase.

An outline of content for each day follows:

Phase	Day	Activities
I	Monday July 25	Orientation, discussion of objectives, anticipated outcomes, and schedule for institute. Lecture-discussion on initiating occupational programs including advisory committee, survey of employment opportunities, determination of work experienc possibilities, and legal aspects; small group work for listing suggested procedures for each of these.

Phase	Day	Activities
	Tuesday July 26	Lecture-discussion on qualifications of trainees, job analysis, legal aspects, placement of trainees, evaluation and follow-up; and small group work for listing criteria or procedures for each of the above.
	Wednesday July 27	Lecture-discussion on needed competences by consultants from American Dietetics Association and School Lunch Division of the State Department of Education.
	Thursday July 28	Field trips to the University cafeteria, and to hospitals, nursing and convalescent homes in Atlanta to study the competencies needed by these service workers, the conditions under which they work, the problems which need to be met, and the available equipment and facilities.
	Friday July 29	Lecture-discussion on nutrition for individuals with special needs such as people who are ill, older people, and children. Small group work to identify objectives, concepts, and generalizations contained in lectures.
	Monday August 1	Lecture-discussion on management in planning, buying, preparing, and serving food for persons with special needs. Small group work same as Friday.
	Tuesday August 2	Demonstration-lecture-discussion on new developments in quantity food preparation. Small group work same as previous two days.
	Wednesday August 3	Lecture-discussion on facilities and equipment needed for teaching food service management. Small group work same as previous three days.
	Thursday August 4	Lecture-discussion on principles of personnel management and supervision for the food service manager. Small group work same as previous four days.
II	Friday August 5	Review of available materials, identify content for high school program, develop sequence for post high schoo, outline content for post high school offerings; sub-groups of 3 or 4 begin work on different parts of outline to record objectives, concepts, and generalizations identified in Phase I.
	Monday August 8	Total group react to work done during previous day. Identify experiences for each objective and/or concept, working in sub-groups.

Phase	Day	Activities
	Tuesday August 9	Lecture-demonstration-discussion on developing selected instructional aids; additional work on materials incorporating instructional aids.
	Wednesday August 10	Same as Tuesday.
III	Thursday August 11	Lecture-discussion on evaluating cognitive and affective learning; sub-group work to develop sample test items usable for part of materials developed by sub-group.
	Friday August 12	Lecture-discussion on evaluating skill development; sub-group work to develop appripriate devices and test items; evaluation of institute.

The institute extended over a three week period and met fifteen days. The schedule for each day was from 8:30 a.m. to 4:30 p.m. with morning and afternoon breaks as well as an hour for lunch.

3. SELECTION OF PARTICIPANTS

The workshop was planned for fifteen participants with two or three per state. The participants from each state were selected by the State Supervisor and her staff. Preference was given to a team which consisted of two teachers and a supervisor, or a teacher educator from each state. A state was permitted to send only one person if it was impossible to send more. The supervisor or teacher educator had or expects to have responsibility for supervision or in-service education of occupational education programs.

The criteria for selection of teachers were:

1. Is or anticipates teaching food service in a post high school program.
2. Has a master's degree in institutional foods, or is currently working toward such a degree.
3. Agrees to investigate employment opportunities prior to the institute.
4. Agrees to interview appropriate persons, at least 3, in her state to determine the requirements of the job as a food service supervisor.

The participants included:

Mrs. Carolyn Brown
Assistant State Supervisor
State Department of Education
Montgomery, Alabama

Mrs. Martha Burns
Home Economics Supervisor
Richmond County Schools
3112 Lake Forest Drive
Augusta, Georgia

Mrs. Dorothy Carty
Teacher of Home Economics
Box 426
Walhalla, South Carolina

Mrs. Ora Mae Cheaney
College Instructor
334 E. Main
Frankfort, Kentucky

Mrs. Marion B. Conaway
D. C. Public Schools
35th and R Streets, N. W.
Washington, D. C.

Mrs. Margaret Crokett
Assistant State Supervisor
205 Cordell Hull Building
Nashville, Tennessee

Mrs. Kathryn Everette
Teacher of Home Economics
3027 Arizona Avenue, N. W.
Washington, D. C.

Mrs. Dorothy D. Gray
State Department of Education
Route 3, Box 84
Mt. Olive, Mississippi

Mrs. Myraline Hicks
Home Economics Teacher
2909 Kennedy Street
Columbia, South Carolina

Mrs. Odell Lakeman
Home Economics Teacher
2405 15th Avenue
Haleyville, Alabama

Mrs. Evelyn McDonald
Broward County Board of Education
Ft. Lauderdale, Florida

Mrs. Mary Moulton
Okaloosa-Walton Junior College
Valparaiso, Florida

Mrs. Nettie Vaught
Teacher of Home Economics
Lascassas, Tennessee

Miss Elizabeth Waldrop
Teacher of Home Economics
501 East 20th Street
Jasper, Alabama

Mrs. Mary Wilson
Richmond Area Vocational School
Augusta, Georgia

4. CONSULTANTS

The full-time staff persons were:

Dr. Aleene A. Cross
Professor of Education
203 Baldwin Hall
Athens, Georgia

Miss Ata Lee
Regional Representative for Home Economics
Office of Education
50 7th Street, N. W.
Atlanta, Georgia

The consultants were:

Mrs. Mildred Barry,
Regional Chronic Diseases Nutrition Consultant
Department of Health, Education and Welfare
50 7th Street, N. E.
Atlanta, Georgia

Mrs. Joan J. Coleman
Consultant, Institutional Administration
Dumas, Texas

Mr. Garnet H. Deltart
General Engineering
Sanitation Service
Georgia Department of Public Health
Atlanta, Georgia

Mrs. Helen Jenkins
Director of Food Service
Emory University
Emory University Georgia

Miss F. Louise Kellar
Occupational Employment Program
State Department of Education
Columbia, South Carolina

Miss Josephine Martin
State Director of Food Service
State Department of Education
Atlanta, Georgia

Mr. Thomas H. Powers
Director of Management Program
Morris Brown College
Atlanta, Georgia

Mr. George Ramey
Director of Food Service Administration
Erie County Technical Institute
Main Street- Young's Road
Buffalo, New York

Mr. William R. Rosselle, Food Service Equipment Consultant
2634 Briar Lake Road, N. E.
Atlanta, Georgia

Miss Mary Towne, Dietician
St. Mary's Hospital
Athens, Georgia

5. FACILITIES

The Center for Continuing Education provided space for the institute which included one large meeting room and several small rooms. Hotel rooms in the

Center were used by the participants. The Center provided a conference coordinator, services of a librarian, audio-visual equipment, a typist, and production of a brief conference report.

The books and materials in the University of Georgia Library were made available and were obtained by the librarian at the Center for Continuing Education.

6. EVALUATION OF CURRICULUM MATERIALS

The first evaluation ran concurrently with the development of the material. Each small work group reported back to the total group. The work material were also evaluated by the instructors and those consultants who were available.

The second evaluation took place after the materials had been used for a year. Half of the group returned for a three day work session. Extension revision of the materials were done at that time.

7. SELF-EVALUATION OF INSTITUTE PARTICIPANTS

Two checklists were used at the beginning and end of the workshop. These were "What Do I Know About Initiating Occupational Home Economics Programs?" and "What Do I Know About Food Service Programs?" Copies of the thecklists are on the next two pages. The following chart indicates the change expressed by the group.

PERCENT OF TOTAL RESPONSES

	Occupational Program			Food Service Program		
Time	much	same	little	much	same	little
Beginning of Institute	5.9	55.4	48.7	6.0	51.8	42.2
End of Institute	63.4	31.3	5.3	78.6	17.2	4.2

Name________________

CHECK LIST

WHAT DO I KNOW ABOUT INITIATING OCCUPATIONAL HOME ECONOMICS PROGRAMS

Directions: Check the column that best describes your present knowledge of each of these items.

	I know		
	Much	Some	Little
1. Procedure for initiating a program			
2. Types of programs that can be offered			
3. Selecting an advisory committee			
4. Purposes of an advisory committee			
5. Techniques of working with an advisory committee			
6. Determining employment opportunities			
7. Making an occupational survey			
8. Doing a job analysis			
9. Selecting teachers for occupational programs			
10. Determining personnel and agencies to work with			
11. Determining qualifications of trainees			
12. Planning general education needed			
13. Planning content of Home Economics course			
14. Securing desirable centers for work experience			
15. Scheduling work experiences			
16. Planning for visiting during work experience			
17. Working cooperatively with employers			
18. Evaluating trainee's effectiveness on job			
19. Evaluating knowledge gained in classes			
20. Conducting follow-up study of employment			

CHECK LIST

WHAT DO I KNOW ABOUT FOOD SERVICE PROGRAMS

Directions: Check the column that best describes your present knowledge of each of the items listed below.

Item	I know		
	Much	Some	Little
1. Responsibilities of the Food Service Supervisor			
2. Levels of supervision			
3. Management of a food service unit			
4. Personnel management			
5. Facilities for food service			
6. Purchasing of equipment			
7. Role of the public health service			
8. Food sanitation			
9. Cleaning and dishwashing			
10. Budgeting			
11. Accounting and reporting			
12. Cost control			
13. Use and care of equipment			
14. Menu planning			
15. Standardization of recipes			
16. Simple modified diets			
17. Buying food supplies in quantity			
18. Receiving and storing supplies			
19. Preparation of food in quantity			
20. Service of food			
21. Merchandising of food			

8. COMMITMENTS FOR THE FUTURE

Each participant made a personal commitment for 1966-67 and 1967-68. Each state team made a similar commitment.

Each of the eight assistant state or county supervisors and seven teachers committed herself to initiate a program to prepare food service supervisors within the next two years. Each of the supervisors and one college teacher said she would report to the state staff. Three supervisors and one teacher promised to interpret the program to other people.

The commitments made by the teams from each state are given below. A follow-up of these commitments revealed that every state had and were in the process of obtaining most of the aims they had established for themselves.

Alabama

Help to initiate and develop occupational home economics programs in some of the State Vocational Technical Schools and Junior Colleges.

Interpret the program of Occupational Home Economics at the post high school level to vocational and other teachers, administrators, lay people, and high school students.

Identify the qualifications needed by the post high occupational home economics teacher and investigate possibilities of offering special courses to meet needs.

Improve post high school programs which have been established.

Explore possibilities for expansion of post high school Occupational Home Economics programs and evaluate these possibilities.

Interpret and evaluate the program.

District of Columbia

Initiate a program Home Economics for the 13th and 14th year:

1. General and occupational advisory committees.
2. Survey of needs and opportunities for employment in food service.
3. Secure personnel to plan programs and write curriculum.
4. Equip and establish laboratories and classrooms for programs.

Florida

Make surveys to determine the need for training in the areas of supervised food services.

Initiate training programs in the areas where surveys show a definite need.

Interpret to teachers and administrators the emphasis on Home Economics Occupational Training.

Initiate in-service training of teachers for classes in occupational training.

Evaluate programs in progress.

Georgia

Appoint a state supervisor for Occupational Education

Establish a state Advisory Committee

Interpret occupational education to school personnel

Make a state-wide survey

Carry out an in-service training program for teachers of occupational programs.

Initiate programs in selected Area Vocational Schools.

Report to State Supervisory Staff and Teacher Educators.

Kentucky

Plan a workshop and invite all persons who may be involved to attend and exchange information received at various workshops that they have attended. Also, make available any publically distributed materials they have developed to this group.

Initiate courses for the Food Service Supervisor.

Mississippi

Confer with State Director of Vocational and Technical Education, the State Supervisor and assistants of Home Economics, and the State Superintendent of Education to present proposed plan for post-high occupational training program.

Ask State Director of Vocational and Technical Education, State Home Economics Staff, Junior College Administrators and Home Economics personnel to interpret the need and suggested plan for developing a program in the Junior College Curriculum to provide occupational training in the area of Food Service.

Prepare, plan and implement two or more programs in Junior Colleges. One in the area of Food Service.

South Carolina

Request State Supervisor of Home Economics to plan with Director of Vocational Education for presentation of report to:

a. State Vocational Staff

b. Vocational Committee of State Board of Education

c. Legislative Committee for Junior Colleges

d. Higher Education Committee

e. Commission for Technical Education

Have a workshop for Occupational Teachers

Present to Division of General Studeis - University of South Carolina for use in their Child Development Program.

Review, use, and evaluate curriculum materials

Present to teacher education staff of Winthrop and South Carolina State College

Establish courses in area vocational schools.

Request cooperation of colleges in providing work experience for student teachers.

Prepare materials and seek cooperation of ETV in developing teaching films.

Tennessee

Request facilities to be provided and classes be organized in the area of "Food Services" in the area vocational schools.

State classes in "Food Service" in the Community College at Columbia, Jackson, and Cleveland that facilities be provided.

9. RECOMMENDATIONS

1. That teachers already employed in occupational programs be given top priority.

2. That selection criteria be strickly adhered to and that the final selection be the responsibility of the director of the institute.

3. That participants spend at least a week observing in food service centers before coming to the institute.

4. That a subject matter consultant be the co-director or employed for the entire time.

5. That a portion of the time be spent in developing visual materials.

6. That follow-up institute be conducted a year later for the purpose of revising materials.

TERMS DEFINED

I. Types of Institutions and Programs

1. Post High School Programs--Training programs for the 13th and 14th years whether in junior college, community college, technical school, or extended high school programs beyond high school graduation.

2. Associate Degree in applied Science (A.A.S.) or in applied art (A.A.) may be awarded by colleges upon completion of a prescribed two-year course.

3. Community College--A college serving many purposes in a community. It may provide curricula of less than baccalaureate degree, or the full four-year degree program. It may also provide "terminal" programs in many fields, or adult education for personal, cultural or recreational growth.

4. Extension Programs--Courses or workshops taught by college or technical personnal to community centers or by correspondence to operate competencies or enrichment and/or credit toward an advanced degree.

5. Junior College--A two-year college, public or private, awarding associate degrees. Curricula may be planned for transfer to credits to a four-year college, or for specialized terminal programs.

6. Vocational Technical Schools or Institutes--A school providing training for management or supervisory occupations at the semi-professional level. This school may or may not award degrees or certificates.

II. Food Service Supervision.

1. Professional--Food Service Director (or administrator) is a professional who plans, organizes, and directs the overall operations of a food service establishment.

2. Semi-professional--The larger the establishment, the more numerous are the sub-levels of supervisory responsibility known as managers or supervisors.

   (1) Food Service Manager--one who uses formal authority over subordinates who perform activities ot produce a product or service.

(2) Food Service Supervisor--one who trains and supervises employees engaged in preparing and serving food in hospital, nursing home, school or college food service department and similar institutions, or commercial food services; and in maintaining cleanliness of food service areas and equipment. Instructs workers in methods of performing duties and assigns and coordinates work of employees to promote efficiency of operations.

(3) Dietary Aide--assists the Dietitian or supplements her work in supervising menus, preparations of food, serving meals, planning and serving therapeutic diets in a hospital, nursing home, or similar institution. The aide may work under a visiting or consulting dietitian when there is none in resident employment.

(4) Cook Manager--one who is responsible for daily operation of a limited service establishment such as a school lunchroom.

(5) Training Supervisor--one in charge of training food service employees for an institution or large organization.

(6) Other types of Supervisors:

   a. Catering
   b. Counter line
   c. Dishroom
   d. Food analysis or research
   e. Food inspection
   f. Forelady or foreman in processing plants
   g. Housekeeping
   h. Menu planning
   i. Purchasing
   j. Records and personnel
   k. Specialty supervisors are over each department of a large establishment: i.e. salads, desserts, vegetables, etc.
   l. Storeroom or stockroom

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* Source- Dictionary or Occupational Titles, 1965, Volume I. Definitions of Titles, Third Edition, U. S. Department of Labor.

ORGANIZATION OF PROGRAM

Surveys

Before establishing a program to prepare people for food service occupations the opportunities for employment must be determined. Appropriate personnel from the public school system aided by the state and local employment service often take this responsibility. In some states members of the state home economics supervisory staff aided by local home economics teachers have conducted surveys of employment opportunities. Members of an Advisory Committee for Food Services may be helpful. Since this committee is usually composed of persons who are successful in the occupation and have contacts with operators of different types of food service establishments, they would be helpful in gathering information. Forms have been prepared by states for this purpose. (See example in Appendix A)

Personal interviews with prospective employers are more desirable than merely distributing all filling in forms. The personal contact gives certain information valuable in establishing a program which cannot be obtained on a form that has been distributed. Such information as attitudes of employers, standards of the establishment, possibilities for student work experience under desirable conditions and wages, and fringe benefits possible for employers are all important considerations in personal interviews. Possible instructors are often discovered when making surveys.

Advisory Committee

The national and state Vocational Education officials have set up advisory committees to help in the over-all planning of programs. It is their recommendation that local advisory committees be organized to assist in the planning of programs in the local level. A carefully chosen representative committee is most important and should be used by all coordinators of wage-earning programs. It will give her a group of interested people to whom she may go for support and advice.

A. Purposes and duties

   1. Recruit students
   2. Help plan the program based on the needs of the occupation for which the student is being trained.
   3. Suggest equipment and facilities needed for training
   4. Act as public relations person
   5. Help keep curriculum up to date and plan for growth and expansion
   6. Give advice and encouragement to students
   7. Assist in securing permanent jobs for students
   8. Help evaluate the program

B. Suggested types of personnel would vary depending upon location of the community.

   1. Local employment office representative
   2. Employers of Food Service managers
   3. School officials
   4. Health and Welfare representatives
   5. Member of American Dietitive Associations
   6. Member of American Home Economics Association

FACULTY QUALIFICATIONS

•Education

Faculty members employed to teach courses in Food Service Supervision should meet the standards for certification within the state. Minimum requirements would be a B.S. degree in Home Economics Education with additional credits in Foods and Nutrition or Institutional Management, or a B.S. degree in Foods and Nutrition or Institutional Management with teacher certification. Junior College standards usually require teachers to have a masters degree.

•Experience

Experiences in institutional or commercial food establishments are highly desirable, plus teaching experience at the high school or college level.

STUDENT QUALIFICATIONS

I. Educational Qualifications
Must meet all the requirements for admission to the school in which enrolled including:
   A. Junior Colleges
      High school diploma or high school equivilancy diploma

   B. Vocational-Technical Schools
      High School diploma or high school equivilancy diploma
      Consideration may be given to those with abilitys

II. General Qualifications of Students
   A. Interest in Food Service
      Has a real interest in the preparation and service of quality food

   B. Health of Individual
      Shows evidence that he is physically qualified and emotionally stable to meet the requirements of a food service supervisor. Health cords prom Board of Health

C. Potentional Leadership Ability
Leadership ability should be determined from the results of educational testing services, recommendations of school and community leaders and or recommendations of previous employers.

D. Personal Traits to be considered-(These may be evaluated through personal interviews, aptitude tests, and recommendations.)

Dependability
Promptness, sincerity, consistency, ability to work without supervision, integrity, and follows instructions

Cultural Refinement
Courtesy, consideration, appreciation, manners, and respect

Leadership
Forcefulness, imagination, judgement, resourcefulness, ability to inspire others to act, and willingness to accept responsibility

Industry
Persistence, habits of work, and use of time

Mental alertness
Attentiveness, interest, eagerness to learn, and memory

Thoroughness
Accuracy, sustained interest, completion of work, and carefulness

Personal Appearance and Grooming
Cleanliness, unoffensiveness, appearance, orderliness, and poise

Ability to Get Along with Others
Adaptability, friendliness, tact, cooperation, willingness to be counseled, respect for others, sense of humor, and interest in people

Social Habits
Attitude, self-control, and honesty

SIZE OF CLASSES

It is recommended that the size of the group be limited in order that they may receive adaquate supervision and to develop the necessary skills to prepare them for employment following their completion of the program. The class size may vary from 10 to 20 depending on facilities. The students may be divided into smaller groups for laboratory experience.

JOB DESCRIPTION FOR FOOD SERVICE SUPERVISORS

The following job description explains the duties and responsibilities of a food service supervisor, as described in the Dictionary of Occupational Titles* for those employed in hotels, restaurants and institutions. The D.O.T. number for a food service supervisor is 319.138.

- Trains and supervises employees engaged in serving food in hospitals, nursing homes, school or college food service departments, and similar institutions
- Maintains cleanliness of food service areas and equipment
- Instructs workers in methods of performing duties and assigns and coordinates work of employees to promote efficiency of operations
- Supervises serving of meals in dining room
- Oversees cleaning of kitchen utensils and equipment, according to sanitary standards
- Keeps records, such as amount and cost of meals served and hours worked by employees
- Requisitions supplies and equipment to maintain stock levels
- May direct preparation of foods and beverages
- May assist Dietitian Therapeutic (profess. & kin.) in planning menus
- May interview and select new employees
- May supervise Tray-line Workers and be designated Tray-line Supervisor

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*Source - Dictionary of Occupational Titles, 1965, Volume I, Definitions of Titles, Third Edition, U. S. Department of Labor.

JOB ANALYSIS OF A FOOD SERVICE SUPERVISOR

WHAT A SUPERVISOR SHOULD BE ABLE TO DO	WHAT A SUPERVISOR SHOULD KNOW
SUPERVISION OF FOOD SERVICE DEPARTMENTS	
Supervise all food service employees in the food service department	·Duties and responsibilities of all food service employees as well as those of the food service supervisor
	·Levels and functions of management in the food service department
Supervise and work with others in an ethical manner	·Personal and ethical qualities and practices
Orient, train, supervise and evaluate employees	·Techniques of giving instruction and direction
	·Use of judgement in working with others
	·Methods of motivating employees
	·Functions of communicating clearly with others
Assign and coordinate work and time schedule of employees to promote efficiency of operations	·Organization and development of a plan of work
	·Development of work and time schedules
Visit residents of institutions to improve the acceptance of food	·Basic psychology of human behavior
Explain the purpose and objectives of the food service department	·The place of the food service department in the total organization or establishment

WHAT A SUPERVISOR SHOULD BE ABLE TO DO	WHAT A SUPERVISOR SHOULD KNOW

NUTRITION, MENUS AND DIETS

Apply nutritional requirements to meet the needs of the body	·Composition and function of foods ·Basic food requirements of the body and their use in planning normal diets. ·Modification of diets and their effect on the body
Plan nutritious meals	·Words and definitions for menu planning ·Principles of menu planning for institutions and commercial food service units

EQUIPMENT

Select equipment for the food service unit	·Factors to consider in writing specifications for the selection of equipment
Instruct employees in use, care and safe operation of the equipment	·Operation and safety precautions for all food service equipment ·Care, cleaning and maintenance of food service equipment

WHAT A SUPERVISOR SHOULD BE ABLE TO DO	WHAT A SUPERVISOR SHOULD KNOW
FOOD PURCHASING	
Make purchase orders using specifications that are guides for purchasing food	·Steps to follow when purchasing food ·Use of buying guides for purchasing food ·Preparation of requisitions and methods for keeping production records
Select quality of food in relationship to use	·Quality, size and grades of food products
STORAGE AND HANDLING	
Maintain correct storage temperatures in refrigerators, freezers, and all storage areas	·Principles of storage for all types of food ·Use of storage areas in a food service unit
Maintain a continuous flow of food from storage area to preparation work stations	·Work simplification methods ·Time and motion studies for work simplification
Maintain an orderly storeroom	·Food storage procedures
FOOD PREPARATION	
Supervise the production of food in each of the work areas	·Use of recipes for standardized products ·Portion control ·Cost control of recipes ·Principles, methods, and techniques of food preparation for:

WHAT A SUPERVISOR SHOULD BE ABLE TO DO	WHAT A SUPERVISOR SHOULD KNOW
FOOD PREPARATION (cont'd)	
	Appetizers Beverages Protein cookery Vegetables and fruits Sandwiches, salads, salad dressings Fats Cereal Bakery products
	•Convenience foods
SERVING OF FOOD	
Follow and use acceptable procedures in serving foods	•Types of food service operations Tray service Table service Buffet service Cafeteria service Catering service Vending machine service
Supervise the setting up and serving of attractive trays	
Adjust servings of food to individual preferences and diets	
Display and merchandise foods in an attractive manner	•Methods for displaying foods to make them appealing to others
Supervise all clean-up operations	
Evaluate the food service operation	•Methods to evaluate the acceptance of food served

SANITATION, SAFETY, AND CARE OF FACILITIES

WHAT A SUPERVISOR SHOULD BE ABLE TO DO	WHAT A SUPERVISOR SHOULD KNOW
Maintain high standards of physical fitness and personal hygiene General appearance Health and medical check-ups	·Principles of health and personal hygiene Health habits Nutritional needs of the body
Maintain high standards of cleanliness Ability to see the cleaning schedules are followed as planned Supervising cleanliness in all work areas	·Principles of sanitation
Conduct routine inspection Insect and rodent control Food tasting Techniques for handling food with correct utensils which are provided	·Local and State sanitation laws Techniques for controling food contamination and growth of bacteria
Refrigerate and store food	·Factors contributing to food spoilage
Instruct, follow-up and evaluate safety practices	·Precautions in preventing accidents in food service areas
	·Hazards, precautions and general safety procedures
Prevent accidents	·Safety practices to prevent: Strains, cuts, splints, burns, falls
Apply first aid to minor injury	·First aid procedures
Maintain floors, walls, equipment, work surfaces, furnishings, etc.	·Principles of housekeeping Effects of cleaners upon surfaces and materials Procedures Cleaning compounds Precautions in cleaning

WHAT A SUPERVISOR SHOULD BE ABLE TO DO	WHAT A SUPERVISOR SHOULD KNOW
RECORDS AND REPORTS	
Make periodic reports	•Accounting and purchasing procedures and policies •Procedures for making various types of food service reports
Make purchase orders and requisitions	•Purchase orders and receiving records
Maintain inventory records	
Make, use and keep production records and portion costs	•Portion control and costing recipes
Calculate cost of recipes	
Classify and keep a record of other expenses	
Calculate food wastes	

PROPOSED CURRICULUM FOR PREPARING FOOD SERVICE SUPERVISORS

This curriculum is designed to prepare individuals for employment in the food service areas in hospitals, homes for the aged, homes for children, hotels, restaurants, school and industrial cafeterias and other similar operations as Food Service Supervisors and/or Managers.

The curriculum could be offered in different types of schools depending on the state and its policies. Some suggestions for types of schools and curriculum which might be offered are as follows:

A. JUNIOR COLLEGE OR COMMUNITY COLLEGE

Requirements for admission to this course would be a high school diploma or its equivalent, plus meeting all entrance requirements for the specific Junior College Program. The curriculum would consist of two academic years of study with the granting of an Associate of Applied Science Degree in Food Service Supervision (A.A.S.)

JUNIOR COLLEGE-GENERAL EDUCATION COURSES	Suggested Quarter Hours of Course Credit
Biological Science and Physical Science	
General Chemistry	5
Applied Science for Food Service Supervision	5
Health (and Physical Education)	3
Applied Mathematics	3
	16

JUNIOR COLLEGE- GENERAL EDUCATION COURSES	Suggested Quarter Hours of Course Credit
Social Studies	
Introduction to Sociology	3
Contemporary Sociology	3
Psychology	5
Economics	3
	14
Humanities	
Communication Skills	10
Speech	3
Orientation to the Food Service Industry	1
Nutrition	5
Quantity Food Service Equipment	5
Food Service Layout and Interiors	3
Menu Planning	3
Modified Diets	3
Storage and Handling	3
Purchasing and Food Cost Control	5
Record Keeping	3
Supervising Food Service Operations	5
Sanitation, Safety and Care of Facilities	3
Demonstration Techniques	3
Food Preparation Techniques and Service	5
Catering and Special Food Service	3
Quantity Food Preparation	10
	60

SUGGESTED CURRICULUM FOR A TWO YEAR TERMINAL JUNIOR COLLEGE PROGRAM

FIRST YEAR

Communication skills	10
Introduction to Sociology	3
Orientation of Food Service Industry	1
General Chemistry	5
Health and/or Physical Education	3
Applied Mathematics	3
Sanitation, Safety and Care of Facilities	3
Basic Foods and Nutrition	5
Menu Planning	3

JUNIOR COLLEGE- GENERAL EDUCATION COURSES	Suggested Quarter Hours of Course Credit
Social Studies	
Introduction to Sociology	3
Contemporary Sociology	3
Psychology	5
Economics	3
	14
Humanities	
Communication Skills	10
Speech	3
Orientation to the Food Service Industry	1
Nutrition	5
Quantity Food Service Equipment	5
Food Service Layout and Interiors	3
Menu Planning	3
Modified Diets	3
Storage and Handling	3
Purchasing and Food Cost Control	5
Record Keeping	3
Supervising Food Service Operations	5
Sanitation, Safety and Care of Facilities	3
Demonstration Techniques	3
Food Preparation Techniques and Service	5
Catering and Special Food Service	3
Quantity Food Preparation	10
	60

SUGGESTED CURRICULUM FOR A TWO YEAR TERMINAL JUNIOR COLLEGE PROGRAM

FIRST YEAR

Communication skills	10
Introduction to Sociology	3
Orientation of Food Service Industry	1
General Chemistry	5
Health and/or Physical Education	3
Applied Mathematics	3
Sanitation, Safety and Care of Facilities	3
Basic Foods and Nutrition	5
Menu Planning	3

AREA VOCATIONAL-TECHNICAL SCHOOL-TECHNICAL EDUCATION COURSES	Estimated Class, Laboratory and/or On-The-Job Training Hours*
Orientation To The Food Service Industry	30
Communication Skills	60
Applied Mathematics and Record Keeping	90
Purchasing and Food Cost Control	90
Storage and Handling	30
Sanitation, Safety, and Care of Facilities	90
Nutrition and Menu Planning	130
Modified Diets	60
Basic Food Preparation	90
Quantity Food Service Equipment, Use and Care	60
Quantity Food Preparation, Service, and Merchandising	230
Catering and Special Food Service	60
Quantity Food Laboratory or On-The-Job Training	300
Supervising Food Service Operations	90
Evaluation	30
	1,440

SUGGESTED TOTAL NO. OF HOURS-

*Training hours were estimated for a 12 months program.

SUPERVISION OF FOOD SERVICE DEPARTMENTS

Objective

- To become aware of the duties and responsibilities of a food service supervisor.

SUPERVISION OF FOOD SERVICE DEPARTMENTS

Objective:

To become aware of the scope of the duties and responsibilities of a food service supervisor.

Concepts - Content	Experiences	Evaluation	Resources
Responsibilities of the Food Service Supervisor	Interview food service supervisors in the community to ascertain the organizational structure in which they are employed.		Hospital Food Service Manual, American Hospital Association, 1954. 840 North Lake Shore Drive, Chicago, Illinois, 1954
	Obtain and compare organizational charts of several establishments		School Food Centers George and Heckler 1960, The Ronald Press Co., New York, 1960
	List duties and responsibilities of a Food Service Supervisor		Food Service in Institutions West, Wood, Harger, Fourth Ed., John Wiley and Sons,1966
	Determine the areas of the job that could be identified as supervision		School Food Centers, George, N. L., and Heckler, Ruth D., 1960, The Ronald Press Co., New York, 1960.
	Identify the operating activities and the management activities		
Supervision of workers	Identify the duties and responsibilities of each worker in the food service department		Food Service in Institutions, West, Wood, Harger, 1966 Bessie B., Levelle, Virginia F. Fourth Edition, Wiley, New York, 1966.
Orientation of Workers	Discuss the purpose and importance of an orientation program for a food service worker		
	Plan an orientation program		

Concepts	Experiences	Evaluation	Resources
Maintenance of Desirable Human Relations	Enumerate and explain personal and leadership qualities that demonstrate effective human relations		School Food Centers George and Heckler, 1960
	Describe situations and have members of the class play the role of supervisors showing the effectiveness of human relations between a supervisor and an employee	Self evaluation of personal and leadership qualities through the use of checklist.	Food Service in Institutions, West, Wood, Harger, 1966
Training of Workers	Develop several methods of training employees for various skills with an emphasis on work simplifications		Food Service Industry Department of Health, Education, Welfare, DE-82007
Evaluation of Performance	Develop performance rating charts for various jobs	Written report to determine information understood	Food Service in Institutions, West, Wood, and Harger, 1966

NUTRITION

Objectives:

To understand the importance of nutrition, health and preventing diseases.

To understand nutritional needs at all ages.

Objectives:

To understand nutritional needs at all ages.

To understand the importance of nutrition, health and preventing diseases.

Concepts - Content	Experiences	Evaluation	Resources
Nutrition "Yesterday and Today"	List, define nutrition terms	Tests on Glossary	U. S. Department of Air Force, Food Service Foundations Department of H.E.W., Public Health Service Washington, D. C.
	Survey history of nutrition	Compare food guides charts	
	Discuss development of food guides, their strength and weaknesses	Reports, oral and written	Peyton, Practical Nutrition Fleck and Mumves, Introduction to Nutrition, The MacMillan Co., New York, 1962
	Report on world nutrition projects sponsored by U. S. What were specific contributions?		
World and U. S. Nutrition	Study status of nutrition in U.S. and the world today	Reports--oral and/ or written	Film: "Digestion I and II," Georgia Dept. of Education, Atlanta, Georgia
	Study factors affecting nutrition: traditions, customs, cultures, regional lines, nationalities		Basic 7 and Basic 4 Food Charts, National Research Council, New York
Socio-economic Status and Nutrition	Invite persons of different nationalities and cultural background to talk to class		Foods, Fourth Ed., Houghton Millin, Boston, 1956, Justin, Rust, &Vail
	Consider additional factors body functions, mental health, remedial defects, (teeth, tonsils, adenoids, etc.) health habits, likes and dislikes, prejudices.		Foods USDA Yearbook 1959 U.S.Gov't Printing Office, Washington, D. C.
			Krause, Foods and Nutrition and Diet Therapy, 1961 Sounders Press, Philadelphia, 1961

Concepts - Content	Experiences	Evaluation	Resources
	Collect from TV, Radio, newspapers, magazines, examples of food fads and fallicies	Evaluate food fads in terms of good nutrition	
	Carry out or observe a rat or hamster experiment with controlled diets. Draw conclusions. Show films on diet deficiencies	Summary of Experiment	Georgia Health Dept., Atlanta, Georgia Film--"Two Little Rats and How they Grew" "Understanding Vitamins"
Physical Signs of Good Nutrition	Study signs of good nutrition in individuals: Height-Weight Condition of Skin Hair-Nails Appetite Attitude Posture	Charts and graphs used for comparisons	Pamphlet--"Food Fads and Faddism" Peyton, Practical Nutrition Food Facts Talk Back The American Dietetic Association, Chicago, Ill.
	Study how the proper function of the organs and glands contribute to good nutrition		
Basic Food Guide	Keep a record of daily food intake for a certain number of days. Include all foods, drinks, snacks and gum. Check findings against dietary forms. Make plans to correct deficiences.		

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
	Identify foods which give a feeling of: Masculinity, femininity, status maturity, status, sociability, religion	Reports given to class	
	Survey of foods associated with various holidays	Reports of Findings	
	Analyze food habits of families--Check against Daily Food Guides	Records of Analysis	
Nutrients	Study essential food nutrients-- Metabolism Digestion Absorption Principal functions Good Sources Deficiencies	Test	USDA Yearbook 1959, Foods U. S. Government Printing Office, Washington, D. C.
Basic Food Groups	Discuss nutritive contributions of basic food groups. Compare food values within food group.		Film--"As Children See It" Georgia Center for Continuing Education, Athens, Ga.
Childhood Nutrition	Study Nutritive needs of the young child daily requirements		Martin, Ethel A., Robert's Nutrition Work with Children University of Chicago Press Chicago, Ill, 1954
	Study common eating problems of children. Suggestions for solving problems		

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
	Do's and don'ts for child feeding Developing interest in eating		Krause, Food Nutrition and Diet Therapy, Saunders Press, Philadelphia, 1961
	Observe Child feeding in hospitals, institutions, school lunch nursery schools, and Head Start projects, etc.	Observation Check List	Fleek, Munves, Introduction to Nutrition, The MacMillan Company, New York, 1962 Burton, The Heinz Handbook of Nutrition, 1959 H.J. Heinz Company Pittsburgh, Penn.
Adolescent Nutrition	Discussion nutrition requirements of adolescents	Summary of observations	
	Observe adolescent eating habits--Interview groups. Record eating habits. Check against Nutritional needs		National Association of Mental Health, "Eating Problems of Nutrition" Home & Garden Bulletin No. 13 "Food for Families With School Children"
Adult Nutrition	Discuss recommended dietary allowances for adults at various age levels.		Public Affairs Pamphlet "Personality Plus Through Diet" Public Affairs Committee, New York.
	Review research data on adult age groups--(Young Adults 20-25, adults 25-45, Middle age 45-65 Older persons 65 and older) To better understand the impact of the cultural background, tension strain physiological and psychological changes, and economic status.		Bogert, Nutrition and Physical Fitness, Sixth Ed., W.B.Saunders Co., Philadelphia, Penn, 1957 Children, Leverton, "Nutrition in Adolescense" Journal of Home Economics 49:107 '57, American Home Economics Association, 1600 Twentieth St., Wash.

Concepts - Content	Experiences	Evaluation	Resources
Geriatric Nutrition	Contact a number of "Golden Age", senior citizens and other types of clubs or organizations whose members are retired men and women Discuss eating habits and problems with the aged. List suggestions for solving such problems. Establish evidence for the statement that good nutrition will aid in "preservation of youth like qualities" Invite resource persons from State Board of Health to discuss nutrition problems in nursing homes and Home Care Centers Tour Nursing Homes, hospitals to observe feeding facilities for the aged.	Written and oral reports on discussion	Leverton, Ruth M., Food Becomes You (Paperback 95¢, Doubleday Co.,1960 USD of HEW Public Health Services For Nursing Homes and Homes for the Aged--A Guide to Nutrition and Food Services, U. S. Gov't Printing Office, Washington Krause, Food, Nutrition & Diet Therapy, Saunders Press, Philadelphia,1961 Fleek and Munves, Introduction to Nutrition, The MacMillan Company Bogert, Nutrition and Physical Fitness, W.B. Saunders Co., Philadelphia Magazines ~~Volume~~ Feeding Management, New York Merchandising Journal of The Food Service Industry--Food Service Magazine Hospital and School Feeding Magazine, June 1964--School and College Feeding

Concepts - Content	Experiences	Evaluation	Resources
			May 1964, Vol. 2, No. 5 Hospital Nursing Home ADA Hovwitt, "Dietary Requirements of the Aged" 29:443 1953 Boeuwkes, "Study Food Habits of the Elderly" Vol. 37:215-196 Home and Garden Bulletin No. 17 U.S.Government Printing Office "Food Guide for Older Folks" Washington
	Visit nursing homes and home care centers to observe older people	Written reports on observations	Leverton "Food Becomes You" 1961, Iowa State University Press, Ames, Iowa, 1965
Pregnancy and Lactation	Discuss nutrition during pregnancy and lactation preconception stage total health of fetus and mother Nutrients needed recommended allowances		Taylor"Foundations of Nutrition", The MacMillan Company, New York, 1955 Burton, The Heinz Handbook of Nutrition, H.J.Heinz Co., Pittsburgh, Penn. Pollack--All Those Myths about Pregnancy

Concepts - Content	**Experiences**	Evaluation	Resources
Food Fads and Fallicies	Make a collection of food fads and fallicies, prejudices pregnant women hold or have held during pregnancies and lactation. Evaluate in terms of scientific basic and facts.	Bulletin board on food fads and fallicies from news print and magazines, TV and radio, personal interviews.	

MENU PLANNING

Objective:

To develop an understanding of the principles of menu planning considering Nutrition, acceptability, and cost.

MENU PLANNING

Objective: To develop an understanding of the principles of menu planning considering nutrition, acceptability, and cost.

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
Principles of Menu Planning			
Characteristics of a good meal	Discuss favorite foods and favorite meals	Determine what makes certain foods or combinations popular	Justin, Rust, and Vail, Foods, Fourth Edition, Houghton Mifflin, Boston, 1956
Consider the needs of guests	List various groups usually served		Fowler, West, and Shugart, Food for Fifty, Fourth Editio Wiley, New York, 1961
	Describe food needs and preference of several groups children teenagers working man elderly		Culinary Institute of American, The Professional Chef Institutions Magazine 1963, 1801 Prairie Avenue, Chicago
Nutritional needs	Review Basic 4, adapt to various age groups and to economics levels	Check day's food against Basic 4 lists	Walsh, Food and Nutrition for Institutions The Welfare Federation of Cleveland, Cleveland, Ohio, 1963
Consider the establishment Type of service Number to be served Equipment available Employees Availability of foods Budget Purchasing Costs--Sales	Plan menu to be served at school lunch: List equipment needed Determine costs Make market list Purchase foods Prepare meals Determine costs for meal--for portions sale price	Compare real costs, preparation, plans, etc. with preliminary plans.	"The Menu: Your Guide to Buying" Volume Feeding Management, April 1965 New York

Concepts - Content	**Experiences**	**Evaluation**	Resources
Procedures for Menu Planning Planning Center	Collect menu planning books, guides, recipe files, cost charts and other needed supplies into a menu planning center. If such a center already exists, catalog its contents for ready reference.		All Books Listed herein and other desired Kotschevar--Quantity Food Purchasing, Wiley, New York, 1961
Definitions of menu-planning terms	Examine sample menu cards from several restaurants and identify recurring and/or unfamiliar terms and words. Consult glossories, cook-books to determine meanings of new terms. Read recipes to relate terms to ingredients or preparation processes. Prepare one food in various ways to illustrate meanings of terms. Prepare various foods in one way to illustrate similarities and differences.	**Written** test or term meanings.	Treat and Richards, Quantity Cookery, Little Brown and Company, Boston, 1951 U.S.H.E.W.--A Guide For Nutrition and Food Service U.S.Gov't Printing Office, Washington, D. C. Fowler, West, and Shugart, Food Planning for Fifty Fourth Edition, Wiley New York
Steps in Planning Appetizers Meat or entree Vegetables Salads Breads Desserts Beverages	Plan menus for 1 week for an institution or commercial establishment, following these steps:	Menus conform to the Basic 4. An acceptable score of standard on check sheet and score meals for Palatability Appearance Quality Service Total acceptability	Cronan: The School Lunch Charles A. Bennett Co., Peoria, Illinois, 1962 U.S.D.A. Food Buying Guide for Type A Lunches, U.S. Printing Office, Washington, D.C.

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
Recording the menu	Study several types of menu forms, develop one to meet the needs of the group. Record menus using these forms.		
Cycle Menus	Plan a 3 week cycle menu for a school cafeteria, hospital, nursing home or other institution. Visit typical establishments. Observe operation. Study menus.		
Menu Plans for Special Occasions Banquets Teas Receptions Open House	Plan, prepare, and serve a meal for one of these occasions. Figure costs per person for preparation. Establish selling costs of meal.	Compare written plans, with actual results. Oral reports on acceptability operation, decorations, etc.	The Professional Chef
Catering single occasion contract service	Study all factors involved in catering operation. Visit a catering service if available--or have one come as a speaker		Fowler, West, and Shugart, Food for Fifty, Fourth Edition, Wiley and Sons New York, 1967
Left overs are profit or loss	Study recipes to determine ways of utilizing various kinds of left overs--Prepare several foods of varying kinds		

DIETS

Objectives:

Understanding of how the adequate diet can be modified to prevent and treat diseases.

DIETS

Objective:

A knowledge of how the nutritionally adequate diet can be modified to prevent and treat diseases.

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
Basic Daily Food Requirements of the Body	Emphasize the use of Basic Four in planning normal diets. Illustrate with visual aids.	Test	Handbook of Diet Therapy-- D. Turner
Normal Diets	Discuss basic normal diets. Plan basic normal diets	Evaluate basic normal diets.	Film Strip "Food for Life" State Dept. of Education, Atlanta, Ga. "Diet and Menu Guide", American Hospital Associations, 840 North Lake Shore Drive, Chicago, 1954
Modified Diets High Calorie	Plan from normal diets to increase normal calorie intake	Weight Charts	
Low Calorie	Plan from normal diets such reduction diets as 1000 and 1500 calories		Food for Fifty, Fowler, West Shuggart, Fourth Edition, Wiley & Sons, New York, 1967
	Study low calorie diets for other physical conditions		Food, Nutrition, and Diet Therapy, Krause, Marie V., Saunders Press, Philadelphia
Pregnancy Lactation Salt free Bland Soft Liquid High Protein High Vitamin Low Residue Diabetic	Use Calorie tables to determine calories for diets		Practical Nutrition, Peyton, Alice B., J.B.Lippincott Co., Philadelphia, 1962
	Study the need or reason for these modified diets		
	Study and compare examples of modified diets in relation to normal diets		
	Demonstrate with food trays how the normal diet can be modified.		

EQUIPMENT

Objectives:

- To develop the ability to select equipment and to write specifications
- To understand the importance of safety in the operation of food service equipment.
- To develop an understanding and skill in the use, care and safe operation of equipment.
- To develop the ability to operate and maintain service equipment
- To study and understand the proper use and care of storage equipment

EQUIPMENT

Objective: To develop the ability to select equipment and to write specifications

Concepts - Content	Experiences	Evaluation	Resources
Selection of equipment	Discuss pre-planning considerations		Sec. I, Establish the Needs of the Institution
Establish needs	Study principles of commercial layouts.		Kotschevar and Terrell Food Service Layout and Equipment Planning, Wiley and Sons, New York, 1961.
Principles of layout	Analyze a blue print for understanding of symbols and principles involved.	Quiz	Cronan, The School Lunch, Charles A. Bennett Co., Inc., Peoria, Illinois, 1962
	Student Project: Plan the layout of a commercial kitchen to incorporate the principles involved		Architect
Guidelines for Selection	Consider guidelines for the selection of equipment		Dukas, Pettery and Lundberg, D., How to Operate a Restaurant, New York, 1962 Ahern Publishing Co.
	Choose a specific item and list considerations for its selection		II Equipment and Facilities to Fill the Needs
Specifications	Study a well-prepared specification of a simple piece of equipment.		Kotschevar and Terrell Food Service Planning Wiley and Sons, New York
	Discuss the implications of each item	Quiz	Burns, H. S. Purchasing Association of School Business Officials Bulletin #22, 1010 Church Street, Evanston, Illinois

Concepts - Content	Experiences	Evaluation	Resources
	Use the item selected earlier Discuss and write out the specifications which will obtain the exact item desired Student Project: Select a piece of equipment. Write out the considerations for its selection. Write the specifications.		

Objective: To understand the importance of safety in the operation of food service equipment.

Concepts - Content	Experiences	Evaluation	Resources
Equipment	Demonstrate the use of fire extinguisher. Emplain need for periodic inspection of fire extinguisher.		Food Service Layout and Equipment Planning Kotschesav & Terrell Wiley and Sons, New York, 1961.
	Discuss placement and use of the First Aid Kit in the kitchen.	Bulletin Board	Call in local representative of equipment supplies for a demonstration
	Plan with students bulletin board to illustrate slogan "Accidents don't happen; they are caused".		
	Emphasize special safety precautions when using equipment.	Quiz	Institutions Magazine: The Complete Book of Cooking Equipment Jule Wilkinson Contributing Editor
Gas Equipment	Point out equipment in lab that is operated by gas.		
	Discuss the gas operated equipment. Explain why gas equipment is used.		
Use	Explain use of gas equipment		Equipment Company Manual
Care and Maintenance	Discuss, demonstrate the proper care of all gas equipment in lab.		Posters, and information from gas equipment companies
Safe Operation	Demonstrate safe operation of each piece of gas operated equipment	Quiz	Equipment Company Manual

Objective: To develop an understanding and skill in the use, care and safe operation of equipment.

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
	Supervise student operation of each piece of gas operated equipment	Student demonstration of operation of each piece of gas operated equipment	
Electrical Equipment	List electrical equipment		
	Discuss the electrically operated equipment to be used.		
Use	Demonstrate each piece of equipment giving advantages and disadvantages of each.	Review operations manual. Write specific list of instructions for one piece of equipment	Equipment Company Manual
	Discuss ways you could get greater use out of your equipment		Ranney: Equipment Manual for Equipment 370 Erie County Technical Institute, Buffalo, New York.
	Study electrical terms such as circuit, phase, volt, ampers, etc.		
Care and Maintenanc	Illustrate with charts the parts of equipment to be cleaned	Prepare a paper to be used as instructions for care and cleaning electrical equipment in a quantity food laboratory.	Manufacturers Operations Manuals of equipment
	Discuss various cleaning products and methods used in the maintenance of equipment.		
Safe Operation	Point out safety precautions in using equipment.		Equipment Company Manual

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
Mobile Equipment	Illustrate the function of the mobile furniture	Plan, carry out, and evaluate role playing in motion study	The School Lunch, Marion L. Cronon, Charles A. Bennett Company, Inc. Peoria, Illinois
	Emphasize the importance of sanitation when the pieces are put to mobile use.	Show multiple use of equipment Sanitation techniques Time and energy values	Food Service in Industry and Institutions John Stokes (1960)
	Consider how time and energy may be saved.		
	Discuss the flexibility of the equipment in meeting a variety of operational and serving needs		
	Arrange equipment to meet a variety of needs		
Food Service Equipment	Demonstrate use and care of ranges	Practical experience	Company Manual
Ranges Conventional Modular			
Ovens	Study and discuss the types of ovens		
stack or bake convection microware	Demonstrate the use and care of each		Operation Manual Equipment Company

Concepts - Content	Experiences	Evaluation	Resources
	Find out about the history of microwave cookery		The Complete Book of Cooking Equipment, Jule Wilkinson Contributing Editor, Published by Institution Magazine (Copyright 1964) 1801 Prairie Avenue, Chicago
	Study and discuss that models of microwave ovens vary to fill different requirements of meal preparation.		
	Explain and show how this new concept of food preparation operates		Understanding Cooking Programmed, Lundberg, Donald Kotschevar, Lendal
	Show that the machine can be coordinated with a limited menu	Performance test: Practice matching of label to control buttons with a simple menu	Gazette Printing Company, Inc.
	Show that there are advantages and disadvantages of microwave cookery.	Taste-Test the food prepared	Northampton, Massachusetts 1965
Steamer Steam jacketed kettles	Use Overhead projection to draw steam lines from source to escape		Chief of school maintenance or drawing of installation
	Discuss dangers of steam (heat and pressure)		Safety manual Physics teacher
	Demonstrate the steps in operating each piece of steam equipment		Company representative

Concepts - Content	Experiences	Evaluation	Resources
	Discuss the dangers and the precautions which should be followed	Quiz	Company representative
	Demonstrate and practice the operation of steam equipment	Operation of the equipment	
	Write out instructions for the use of each piece of steam equipment		
	Compare the above instructions with the operation manual	Test over steam equipment	Operation manual equipment manufacturer
	Review the hazards of steam cooking.		Clawson, A. H., Safety Manual, Ahern Publishing - Co., New York 1966 56
	Use drawings to locate the safety controls.		Maintenance Manual
	Demonstrate cleaning and checking the controls		Company representative
	Study the sanitary regulations		State and local Departments of Health
	Select the ones which are applicable to the care of steam equipment	Quiz on sanitation and safety	Maintenance Manual
	Study the daily, weekly, monthly and other periodic care of the equipment		

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
	Discuss how proper care will reduce service costs and prolong the life of the equipment		
	Demonstrate the complete periodic care of the equipment to be handled by the staff	Practical exam	
	Discuss the need for periodic service checks	Written exam	Company service representative
	Investigate and list the advantages and disadvantages of steam and pressure cooking		Understanding Cooking Kotschevar and Lundberg Quantity Food Production Kotschevar L. H., Edwards, Bros. Inc., Ann Arbor, Michigan, 1964
	Discuss how the above may be modified by proper procedures and various techniques	Write summarizations of the discussion	Foods, Justin, Rust, and Vail Fourth Edition, Houghton Mifflin, Boston, 1956
	Cook cabbage using methods such as boiling, steamer, steam jacketed kettle, etc. Compare	Check list	Recipes
	Discuss the principles of cooking cabbage and the effect of the various cooking techniques	Write recommendations for cooking procedures for cabbage using the different equipment	
	Prepare hard cooked eggs in steam kettle, and steamer		Above reference and recipes

Concepts - Content	**Experiences**	Evaluation	Resources
	Compare for quality, energy spent and preparation time	Check list Write a summary	
	Prepare rice pudding in steamer and oven	Check list	
	Prepare corn bread in steam and oven	Check list	
Refrigeration: Reach-in Walk-in Freezer Milk Cooler Ice Maker	Discuss importance of refrigeration Present the different types of refrigerators		
	Compare the uses, advantages and disadvantages of the reach-in and walk-in refrigerator		Kotschevar--Food Service Layout and Equipment Planning, Wiley and Sons New York, 1961
	Discuss and explain the refrigerated equipment lab.		Stokes, Food Service in Industry and Institutions, 1960, John Stokes and Co., Waterton Station, Boston, Mass, 1960
	Give list of specialized refrigerated equipment with emphasis on milk		West, Wood, and Harger--Food Service in Institutions Wiley and Sons, New York, 1966
	Discuss importance of keeping milk refrigerated. Explain the use and importance of ice maker	Quiz	Gunty Health Sanitarium

Concepts - Content	Experiences	Evaluation	Resources
	Discuss, emphasize, and show the proper care and maintenance of all refrigerated equipment in lab.		West, Wood, Harger= Food Service in Institutions Wiley and Sons, New York
	Demonstrate safe operation of all refrigerated equipment in Lab.		Stokes, John--Food Service in Industry and Institutions 1960, Equipment Companies
	Supervise student use and operation of all refrigerated equipment in Lab.	Demonstrations by student of use, care, and operation of refrigerated equipment	Stokes, John--Food Service in Industry and Institutions John Stokes and Company, Waterton Station, Boston, Mass., 1960
Dishwashers	Explain different types		
	Compare prices of different machines		Kotschevar--Food Service--Layout and Equipment Planning, Wiley and Sons, New York, 1961
	Discuss, explain and illustrate advantages of machine washing vs. hand washing		Equipment Company Manual
	Discuss and emphasize the importance of proper care of dishwasher	Quiz	Food Sanitation--Georgia Department of Public Health--Atlanta, Georgia
	Demonstrate safe operation of dishwasher (Actually operate machine)		

Concepts - Content	Experiences	Evaluation	Resources
	Supervise student operation of machine	Students operate dishwasher as demonstration	London, Roberta A. The Development of an Educational Program for Food Service Supervisors, Department of Home Economics, Winthrop College, Rock Hill, South Carolina, p. 73
Garbage Disposals	Discuss the separation of garbage and trash		Food Service Layout and Equipment Planning Kotschever, Lendal, Terrell, Margaret, John Wiley and Sons, Inc., 1961.
	Recognize when to use hand or mechanical garbage and/or trash disposers.		
	Demonstrate the safe use and proper care of this equipment	Practice the procedures observed in the safe use and proper care of this equipment	Georgia Department of Public Health Chart, Food Sanitation, "Garbage Disposal" 47 Trinity Avenue, S. W., Atlanta, Georgia
Coffee Makers	Show the correct pot to use for the type of grind and brew desired. Study principles of making coffee.	Performance Test Assemble the correct coffee maker and grind to use.	Quantity Food Production Lendal H. Kotschevar Edwards Brothers, Inc., Ann Arbor, Michigan, 1954.
	Clarify or review the procedure needed in making good coffee using the various types of coffee makers and proper grind	Make the coffee pass out samples	A Basic Course in Quality Food Preparation by John M. Welch, Florida State University, Tallahassee, Fla.
		Thoroughly clean and store the coffee makers	

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
	Cite from the manuals received with each piece of equipment	Check the urn method list for coffee brewers	

Note: Basically the same procedure can be used for tea--other than placing emphasis on oxygen retention.

Concepts - Content	Experiences	Evaluation	Resources
Pre-preparation Equipment Mixers Cutters Choppers Slicers Peelers	Study operations manual for each piece of equipment. Demonstrate the use of each piece of equipment including attachments. Investigate and discuss ways you can get peak performance from the equipment	"Each one, teach one" review operations	Equipment Manuals Kotschevar, L. H., and Terrell, M. E.
	Emphasize the need for sharpness on cutters, slicers, and choppers		Food Service Layout and Equipment Planning, Wiley and Sons, New York, 1961
	Discuss how the safe operation of this group of pre-paration equipments is different from others	Review other safety precautions on the equipment in kitchens	
	Emphasize the dangers of over loading equipment		
	Demonstrate proper loads using scales, etc.		West, Wood, and Harger Food Service in Institutions Wiley, and Sons, New York 1966.
	Discuss why equipment should be cleaned daily.		
	Prepare cleaning schedule for daily, weekly, and monthly cleaning of this kitchen equipment	Rate your kitchen	Clawson, A., Equipment Maintenance Manual, Aherns Publishing Co., New York
	Discuss and show (by record) the cost of repairs on equipment		Contact local Sanitarian to talk to group.

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
Counter Equipment	Discuss how your type of counter equipment influences safe, sanitary operation		Kotschevar and Terrell Food Service Layout in Equipment Planning Wiley and Sons New York, 1961
	Demonstrate opening and closing a cafeteria counter serving line		
	Decide how you can use your equipment efficiently and aesthetically		George and Heckler School Food Centers Ronald Press Company, New York, 1960
	Show how proper care and cleaning will influence the life span of counter equipment.	List some general cleaning procedures for counter equipment	Food Service Industry Training Program and Facilities H.E.W.,D.E. Bulletin #32 Washington, D. C.
	Discuss why the undersides of counter equipment must be kept clean		Stokes, John W. Food Services Industry and Institutions Boston, Massachusetts 1960
Dining Room Equipment	Prepare a plan for the routine to be followed in dining room when accidents and spillage occur.		Stokes, John Food Service in Industry and Institutions John Stokes and Company Watertown Station Boston 72, Massachusetts 1960
	List where clean-up equipment will be stored	Quiz	
	Point out why spills must be cleaned up immediately		

Objective: To study and understand the proper use and care of storage equipment

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
	Study best way to prevent breakage of equipment in kitchen and dining room		West, Wood, and Harger Food Service in Institutions Wiley and Sons, New York, 1966
	Make a list of the advantages and disadvantages of china and plastic and care of each. Find out cost of each.	Illustrate by drawing or a model, color scheme for a dining room which would illustrate ease in care and maintenance and cleaning. Select the equipment to furnish it.	
		Student project. Make out a master plan (schedule) for the care of the equipment in a food service kitchen.	London, Roberta The Development of an Educational Program for Food Service Supervisors Department of Home Economics--Winthrop College, Rock Hill, South Carolina.
Storage Space Shelves Dollies Racks Other	Discuss storage space. Show illustrations and give methods of storage of different foods		Kotschevar--Food Service Layout and Equipment Planning 1961 Wiley & Sons, N. Y. West, Wood, and Harger Food Service in Institutions Wiley & Sons, N. Y., 1966

Concepts - Content	Experiences	Evaluation	Resources
	Explain the methods of storage in food lab. Show how shelves can be adjusted and dollies used for different situations		
	Tell the importance of proper care and maintenance of storage space equipment	Quiz	West, Wood, Harger--Food Services in Institutions 1966 Wiley & Sons, N. Y., 1966
	Instruct students in safe operation of dollies adjustable shelves, racks etc. Demonstrate all of this equipment	Student participation in storage of goods for lab.	

FOOD PURCHASING

Objective :

To develop an understanding of the policies, practices, and procedures used in purchasing food in quantity.

FOOD PURCHASING

Objective: To develop an understanding of the policies, practices, and procedures used in purchasing food in quantity.

Concepts - Content	Experiences	Evaluation	Resources
FOOD PURCHASING Policies	Explore the various factors that affect the buying procedures of various institutions		School Food Centers, George & Heckler, The Ronald Press Co., New York, 1960
Terms	List and define the terms used in quantity buying.		Quantity Food Purchasing Kotschevar, Edwards Bros. Inc., Ann Arbor, Michigan
Practices	Analyze the practices affecting the purchasing of various types of food		Hospital Food Service Manual American Hospital Association 1960, 840 N. Lake Shore Drive Chicago, Illinois.
Selection	Point out factors that affect the selection of foods.		Food Purchasing Guide for Group Feeding, Ag. Handbook 284, University of Georgia Athens, Georgia
Orders and Deliveries	Discuss procedures for placing orders. Review various types of requisition and purchase orders		Quantity Laboratory Manual
	Prepare requisitions and purchase orders		Food Service Administration, Department Staff--Erie County Technical Institute 1964
	Check delivery tickets and statements against purchase orders.		Same as above
	Visit produce houses, study and observe their records of forms for orders of deliveries	Results of objective and performance test to determine the students understanding of purchasing quantity foods.	

STORAGE AND HANDLING

Objective

To become aware of proper storage of food.

STORAGE AND HANDLING

Objective: To become aware of proper storage of food.

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
Storage and Handling Location and Flow	Discuss the location of storage room in relation to the food service department		Wiley and Sons, New York, 1966
	Compare storage rooms in various food service establishments. List the advantages and disadvantages of the location of each.	Sketched results will indicate the understanding gained by class	Food Service Manual American Hospital Association, 840 N. Lake Shore Drive, Chicago, Illinois, 1954
Staples and Canned food supplies	List the requirements of dry food storage area.		Food Service Fundamentals, Vol. 1, C.D. C62200 Air University, Gunter Air Force Base, Alabama, 1962
	Organize a dry storage area with emphasis on space, construction, and equipment		
Refrigeration	Review and study the practical maximum temperature for some typical foods.	The results of an assigned project to plan a food storage area will point out learning understood by students	Same as above
Other Products	Discuss methods for preparing foods for refrigeration and freezing.		
	List foods which require special temperature controls.		
Stock Control	Plan methods to protect against unauthorized use.		
	Devise a system for keeping accurate inventories of stock	Evaluate these systems	

FOOD PREPARATION

Objectives:

To develop an understanding of the principles of cooking food.

To develop an understanding of the problems of food production in large quantities.

To acquire skills in quanity production of different types of foods.

To acquire interests and skills in the use of new food products.

FOOD PREPARATION

Objective: To develop an understanding of the principles of cooking food.

Concepts - Content	Experiences	Evaluation	Resources
Cookery Terms	Learn the terms commonly used in food preparation such as: baste bake mince, etc.	Written test	Department of Foods and Nutrition, School of Home Economics Practical Cookery John Wiley and Sons New York, 1956 Better Homes and Gradens Cookbook
Principles of Cookery Processes	Identify cooking processes such as baking, stewing, etc. Learn principles of cooking by moist heat, dry heat, hot oil, water, etc.	Performance Tests	Fowler, West, and Shugart, Food for Fifty Wiley and Sons, Fourth Edition, N. Y., 1961
Food Composition	Study food composition and its relation to cookery process.		
Heat and Cold	Show effects of heat and cold on food composition, preparation, and storage by using proper and improper methods	Rating scales on food acceptability Experiments	
Standardized recipes	Compare quantity recipes to family sized ones.		Commercial Food Company Manuals
	Prepare foods by both.		
	Collect a recipe file. Study of tables of weights, measure, abbreviations, equivalents, and substitutions.	File of quantity recipes Wall charts prepared	Amendola, The Baker's Manual Ahern Book Company, New York, (Division of Hayden Publishing Company)

Objective: To develop an understanding of the problems of food production in large quantities.

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
Portion Control	Discuss ways and means of portion control in food preparation. Calculate costs of edible portions of foods.	Experiments	Kotschevar, Quantity Food Production Edwards Bros, Inc., Ann Arbor, Michigan, 1964
Food Waste	Demonstrate methods of preparation to avoid waste. Calculate waste costs.	Experiments. Weigh and Measure	Culinary Institute of America--The Professional Chef, Institutions Magazine, 1801 Prairie Avenue, Chicago (especially good for illustrations)
Specialized equipment	Demonstrate use of specialized equipment available such as microwave ovens, steam cookers, etc. Field trip if not--Study equipment catalogs.	Written report	Treat and Richards Quantity Cookery, Little Brown Company Boston, 1951 Kotschevar, Quantity Food Production Edwards Bros. Inc., Ann Arbor, Michigan
Techniques of food preparation Appetizers and Soups Beverages Bread Entrees	Provide experiences in methods and techniques in the preparation of various types of food Use small recipes to learn techniques Practice enough to develop skill	Compare with pictures in cookbooks and posters. Taste testing Rating score cards Taste test panels	Culinary Institute of America The Professional Chef Standardized quantity recipes and directions from reliable texts, commercial companies and government bulletins

Concepts - Content	Experiences	Evaluation	Resources
Meat Poultry Sea Foods Main dish combinations			
Sauces and Relishes	Use quantity recipes to develop reality of quantity cooking		Donaldson and Johnson, Standardized Quantity Recipes, College Printing and Typing Company, 453 West Gilman Street, Madison Wisconsin
Vegetables	Demonstrate with student participation, when group preparation of food is not practicable		
Salads and Salad Dressings			U.S.D.A. Quantity Recipes for Type A School Lunches 1965, P. O. 631, Supt. of Doc., Washington, D. C. 20402, $3.50
Sandwiches			
Desserts and Confections			
Cake-frosting-fillings Cookies Pastry			Lundberg and Kotschevar Understanding Cooking Programmed University Store, University of Massachusetts, 1965
Dairy Products Breakfast Cookery Pasta and Rice			Programmed Self-Testing in L. & K.

Objective: To acquire skills in quanity production of different types of foods.

To acquire interests and skills in the use of new food products.

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
Special Problems Convenience foods Frozen fresh Frozen prepared Instant Ready-mix Partially prepared and ready-to-cook Dehydrated Others	Use as many convenience and special foods as available Use of as many new speed processes as equipment permits	Comparison with foods prepared in conventional procedures Comparison of costs of convenience vs. fresh foods as ready-to-eat portions	Institutions Magazine recent issues $10.00 per year. Medalist Publications 1801 Prairie Avenue, Chicago, 60616, Feature in May, 1966 issue
Special Meals	Serve several special meals to various groups using different menus and for different occasions	Evaluation of working plans versus actual results	Institutions Magazine Convenience Foods I.M. Reprint, $.50 Fowler, West, and Shugart, Food for Fifty Wiley & Sons, N.Y., 1963 Lasher, The Banquet Chairman's Manual American Technical Society, Chicago

FOOD SERVICE

Objectives:

To understand the principles involved in proper food service

To develop skills in merchandising foods

To develop knowledge of and skills in cleaning methods for different types of food services.

To develop ability to evaluate food service operations

Concepts_ Content	Experiences	Evaluation	Resources
FOOD SERVICE	Overview		
	Review principles of cookery Point out the value of coordinating food preparation with food service Discuss the rules that apply to any style of serving Discuss how the type of service dictates the type of service offered Discuss rules that apply to any style of serving	Compare study notes with lecture--discussion outcomes	Georgia Department of Public Health Food Service Training 47 Trinity Avenue, S. W. Atlanta, Georgia 30334
Tray Service	Point out the history of tray service Study information needed for tray assembly Identify the methods of tray assembly centralization decentralization Discuss the aesthetic value in tray assembly	Practice and observe setting up trays Evaluate the methods used Follow-through for improving (techniques or) methods used. appearance balance aesthetic	West, Bessie B., Wood, Levelle, Harger, Virginia Food Service in Institutions John Wiley and Company, N.Y. Welch, John, A Basic Course in Quality Food Preparation Florida State University. Tallahassee, Florida
Table Service	Determine guide lines for setting the table for the specific service Discuss origin of the names of the types of table service	Mock Service using menu forms and the various types of service	Georgia Department of Public Health, Food Service Training 47 Trinity Avenue, S. W. Atlanta, Georgia 30334

Concepts - Content	Experiences	Evaluation	Resources
	Show different types of menu forms for the occasion	Mock menu forms student made	
	Determine guidelines for displaying menus		
Buffet	Review the general points of table setting		Ibid Georgia and Florida Manuals
	Define the different kinds of buffet service		
	List the foods suitable for buffet service including beverages		Ibid Food Service Training, Florida
	Illustrate table kept attractively set-up through buffet service Illustrate one not kept and one attractively kept	Evaluate and compare	Cronan, Marion The School Lunch Charles A. Bennett Company, Inc., Peoria, Illinois, 1962
Cafeteria	Illustrate Cafeteria Service Discuss table set up Counter Service Use of guest checks	Practice 1-6	Craig's Chart University of Georgia
	Portioning of food Define duties of the server Scheduling the servers	Field trip to Vending Establishment (local)	Ibid--West, Wood, Harger
Vending	History of vending How plans differ for the preparation and service		Kotschevar, Lendal, Terrell, Margaret, Food Service Layout and Equipment (1961) John Wiley and Sons, N.Y.

Concepts - Content	Experiences	Evaluation	Resources
	High Sanitation Standards Observe vending operations Careful selection of vending materials	Consult with Bacteriology Professor or Local Health Dept.	
	Aesthetic aspect of vending (food display) Define banquet	Overall evaluations and follow through	
Banquets	List variations of banquets Consider the prerequisites for an enjoyable banquet Plan a banquet	Overall evaluations and follow through	
	Plan and serve a banquet	Use check list for evaluating banquet use rating sheet	Lasher, Willard The Banquet Chairman and Manual
Catering	Discuss various types of catering services		Planning that Brings Applause and Merit--Praise
	Plan experiences for catering parties receptions, weddings, etc.		American Technical Society, Chicago, Illinois
	Discuss and demonstrate the art of catering		
	Recall the principles involved in food service		Magazines on Teacher prepared A Guide to Nutrition and Food-Service for the Aged. Public Health Service Publication #130g 1965, U.S.Gov't Printing Office, Washington, D.C.
	Use pictures or films of tray service		
	Discuss the trays in relationships to the principles of correct tray service		Kotschevar & Terrell, Food Service Planning, Wiley & Sons, N.Y., 1961

Concepts - Content	Experiences	Evaluation	Resources
	Visit a hospital kitchen, school lunch, etc.		London, R. A., The Development of an Educational Program for Food Service Supervisors, Winthrop School, Rock Hill South Carolina, p. 47
	Observe the trays as served and the methods of serving the trays	Written summary of the field trip. Evaluate the appeal of the tray and the method of service	
	Study tray service. Using mobile laboratory equipment. Set up a system for centralized tray service for a hospital	Plan, prepare, and serve on trays a variety of menus	Welch, John M. A Basic Course in Quantity Food Production, F.S.U. Tallahassee, Florida
	Discuss methods of decentralized tray service	Quiz	*Food Service Industry Training Programs and Facilities Superintendent of Documents, Washington, D.C.
Cafeteria Service	Study the pre-preparation of setting up a cafeteria counter		Food Service Industry Training Programs and Facilities Vocational Division Bulletin #298 Superintendent of Documents Washington, D. C.
	Visit a large cafeteria and observe the preparation of the serving counter		
	Discuss all of the steps seen and methods of food display		
	Plan food to be served and the placing of it on a cafeteria line	Drawing of the cafeteria line.	
	Arrange mobil serving counters to accomodate several different needs.		

Concepts - Content	Experiences	Evaluation	Resources
	Students may demonstrate the plans which they had drawn up.		
	Visit (group) a cafeteria. Select food and eat in the dining area		
	Record foods selected by the group	Check list to determine why the food was selected	
	Analyze the food as to its palatability Was it as good as it looked?	Test	
Other types of service	In a similar manner, study, analyze, practice, and if possible be a guest in each of these four types of service: Buffet Table Catering Vending Machine		
PREFERENCE OF FOOD SERVICE	Study the psychology of food selection and eating.		Foods, Justin, Rust, and Vail, Fourth Edition, Houghton Mifflin Co., Boston, 1956
	List factors which affect food selection and eating.		
	Discuss the relationship of these factors to individual preference		
	Suggest ways in which food may be served in each of the types of food service		

Concepts - Content	Experiences	Evaluation	Resources
	Use menus from various types of food services and plan the service to accomodate a variety of food preferences	Write a summary of all the above Quiz	
Modified diets	Review the elements of an adequate diet.		
	Discuss the importance of eating all of the modified diet		
	List ways of serving which encourage one to select, eat and enjoy the essential foods in the diet.		A Guide to Nutrition and Food Service for Nursing Homes and Homes for the Aged Public Health Service Publication #1309 U.S.Gov't Printing Office, Washington, D. C., 1965
	List (recall) the factors which affect food selection and eating		
	Study the importance of careful measurements in serving modified diets.		Fleck and Munves, Introduction to Nutrition MacMillan Co., New York, 1962
	Visit a hospital diet kitchen and observe techniques of serving modified diets.		
	Review the dietary needs of different age groups		

Concepts - Content	Experiences	Evaluation	Resources
	Visit a child care center. Observe the service of food to different age groups		
	Visit a home for the aged and observe the service of the food and its reception by the patients	Write a summary of the visit Test	
AESTHETIC VALUE OF FOOD SERVICE	Prepare a list of factors involved in the artistic display of food.	Compare pictures of various food for aesthetic factors involved	Justin, Rust, and Vail-- Foods Houghton Mifflin Company, Boston, Massachusetts, Riverside Press Cambridge, 1956
	Show how interesting food may be served to geriatric patients		
	Find out what special considerations are needed for attractive service for all ages		Alcoa or one of the aluminum foil manufacturers puts out a book on decorations
			A Guide and Nutrition and Food Service for Nursing Homes and Homes for the Aged U. S. Department of H.E.W. U.S.Gov't Printing Office, Washington, D.C.
CLEAN UP PROCEDURES	Recall proper sanitation methods of general clean up procedure		
Tray Service	Discuss and demonstrate proper tray-service clean up		Stokes, John, Food Service in Industry and Institutions- John Stokes and Co., Watertown Station, Boston, Mass.. 1960

Concepts - Content	Experiences	Evaluation	Resources
	Visit a hospital or institution that has tray service and observe clean up procedures	Students participate in tray service clean up	Food Sanitation, Georgia Department of Public Health Atlanta, Georgia
Table Service	Recognize the importance of proper clean up methods for table service	Students carry through clean up method for table service	Establishing and Operating a Restaurant--Superintenden of Documents--U. S. Government Printing Office Washington, D. C.
Cafeteria Service	Demonstrate the well-kept cafeteria counter and explain the necessity of meeting sanitary standards	Student participation and demonstration of proper cafeteria clean up	State Board of Health
	Give general cleaning procedures for cafeteria counter		
Buffet Service	Recognize the value of Buffet clean up service. Practice proper Buffet clean up methods. Demonstrate proper Buffet clean up methods.		
Catering Service	Study methods of catering clean-up.		Smith, Evelyn, A Handbook on Quantity Food Management 1964
	Compare methods of catering clean-up.		
	Demonstrate clean-up methods		
Vending Machines	Find out different methods for vending machine clean-up (Food Preparation and Machine). Discuss vending machine clean-up. Present recommended method for vending machine clean-up	Quiz	Stokes, John, Food Service in Industry and Institutions John Stokes and Co., Watertown Station, Boston, Mass., 1960

Concepts - Content	Experiences	Evaluation	Resources
EVALUATION OF FOOD SERVICES	Evaluate centralization and decentralization as it relates to the quality of the various types of food services	Visit various institutions with different types of service and write an evaluation of each type	Stokes, John W., Food Service in Industry and Institutions, John Stokes and Company, Watertown Station, Boston 72, Massachusetts, 1960
	Check the factors which influence the quality of food served in any institutions		
	Plan a work sheet to evaluate method of checking the quality of food service in a cafeteria or dining room.	Run a check on your own food service and implement improvements	
	Prepare and use a patient check list to evaluate food quality and acceptance in a hospital		Cronan, Marion, The School Lunch, Charles A. Bennett Company, Peoria, Illinois 1962
	Set up a student advisory council for a school lunch to help in the evaluation of program.		

SANITATION, SAFETY AND CARE OF FACILITIES

Objectives on Sanitation:

- To gain an understanding of the need for healthy practices in sanitation and personal hygiene for food service establishments.

Objectives for Safety:

- To understand and apply standards of safety
- To make food service establishments safe
- To understand how to prevent accidents
- To gain the ability to apply first aid techniques
- To understand protective legislation that affects workers

Objectives for Care of Facilities:

- To develop the ability to care for facilities in food service establishments
- To develop ability and skill in using sanitary dishwashing procedures and in handling and storage of dishes, glasses, silver and cooking utensils

SANITATION,

Objective ·To gain an understanding of the need for healthy practices in sanitation and personal hygiene for food service establishments.

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
SANITATION			
Principles of Sanitation Nature, growth, and destruction of Bacteria	Study nature, growth, and destruction of bacteria		
	Demonstrate the growth on cultures		
Contamination of food	Study food contamination and food poisoning		American Institute of Baking Bulletin, Sanitation January 1965, 400 E. Ontario St., Chicago 11, Illinois
	Show and emphasize growth of bacteria in: Food Working Areas Production and Service Tasting technique Refrigeration and storage Dishwashing		"Sanitary Food Service" NAVMED P1333, June 1953 Stokes, John W., Food Service in Industry and Institutions, John Stokes & Co., Watertown Station, Boston, Mass, 1960
	Visit food service establishments to point out these principles of sanitation		
Disease Transmittal	Discuss media of transmittal-- animal insect rodent food human equipment		Food Sanitation flip chart--Georgia Dept. of Health, Atlanta, Ga. "From Hand to Mouth" U.S. Department of Documents U.S. Gov't Printing Office, Washington, D.C.

Concepts	Experiences	Evaluation	Resources
	Define and/or clarify terms involved analyzed relation of disease and sanitation standards		"Pass Out" Sheets Superintendent of Documents Washington, D. C.
Principles of Health and Personal Hygiene	Study and practice high standards of physical fitness and personal hygiene		Practical Nutrition, Peyton--2nd Edition "Food Service Fundamentals"
	Point out need for health and medical check-ups		
	Review nutritional needs and relate to personal health		
	Discuss eating habits		
	Develop and practice good health habits		
General Personal Appearance	Recognize high standards of body, hair, and clothing cleanliness. Set up personal standard to be maintained--(must meet local and state sanitation standards)		Public Health, Bulletin #280 U. S. Public Health
Sanitation Laws and/or Regulations Local State	Discuss philosophy of ordinances and codes		
	Invite a local or state sanitation officer to discuss the ordinance		

SAFETY

Objective: To understand and apply standards of safety

Concepts - Content	Experiences	Evaluation	Resources
	Define terms: ordinance code others	Check charts	
	List ordinance. Items--Identify standards to be maintained for each		16-MM Film, "Behind the Menu" Filmstrip--"Our Health is in Your Hands"
SAFETY STANDARDS	Prepare a check list from reading reading references on standards	Test	West, Wood, and Harger, Food Service in Institutions 1966, John Wiley and Sons
	Check one or more establishments according to standards	Check list concerning: Traffic lanes Color Coding Slippery floors Equipment guards First aid supplies Fire Extinguishers Fire blankets Worker-habits	
Safe Work Habits	Conduct training sessions emphasizing correct habits with Demonstrations Films Manuals Orient new students as new employee Demonstrate proper use of equipment		Clawson, Equipment Maintenance Manual, Ahrens, New York Equipment Manuals Newspaper articles

Objective: .To understand how to prevent accidents

Concepts - Content	Experiences	Evaluation	Resources
Common Hazards	List usual hazards. Read accident reports and compile statistics	Charts and graphs	Film: "Don't be the Missing Link" National Safety Council
Accident Prevention	Demonstrate proper use of equipment and tools		Bulletins: State Department of Sanitation, Safety or Industrial Safety and Inspection Atlanta, Georgia
	Emphasize points of danger		
	Examine cupboards, drawers, and other places for means of safer storage	Storage charts	Insurance company bulletins
	Observe a worker to determine safe and unsafe work habits	Check list of work practices	National Safety Council Bulletins Chicago, Illinois
	Demonstrate use of safe practice in: Handling Heat Sharp Instruments Breakage Spillage Lifting Electricity Cleaning Equipment Automatic Cut-Offs Signal Lights Sprinkler systems	Color codes for danger spots: Traffic Lanes Poisons Inflammables Lighting Emergency devices Attractive Charts and posters	

Objectives ·To gain the ability to apply first aid techniques

·To understand protective legislation that affects workers

Concepts - Content	Experiences	Evaluation	Resources
First Aid Techniques	Demonstrate first aid techniques Practice View films Study reporting procedures Establishments for treatment and reference	Performance	Red Cross Manual, Bulletins from Insurance companies National Safety Council, or State Departments Local Red Cross Office
Liability for Customer Safety	Study insurance clauses, legal restrictions for liability		Consultants of lawyer, insurance representative, State Department of Workmen's Compensation Industrial Personnel Manage
	Read newspaper reports of lawsuits. Examine the building for possible hazards.	Check list. Recommend improvements	
Protective Legislation for Workers	Study the provisions of State Workmen's Compensation	Test	Copies of state and local codes and regulations
	Discuss supervisor's responsibility for prevention of accidents to workers. Discuss supervisor's responsibility to the employer to prevent unfair claims and practices.		
	Study local and state codes		
	Secure a speaker from industry to explain liability for workers		
	Study methods of reporting injuries		

Objective:

CARE OF FACILITIES

To develop the ability to care for facilities in food service establishments

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
CARE OF FACILITIES	Operations that need attention: Proper floor cleaning and floor cleaning equipment Storage and storage space. Right place for food equipment, utensils, etc. Clean locker and dressing room for workers Clean toilets Arrangement of shelves to permit ease of cleaning. The use of detergents, etc. Ventilator Adequate lighting Special cleaning problems (floor, dough on floors and equipment, meat blocks, etc.) Safe working conditions Janitors closets		Film: "Company's Coming" "Personal Hygiene" West, Wood, Harger Food Service in Industry John Wiley & Sons, N.Y. 1966 A Guide to Nutrition Food and Service, U.S.Dept. of Health, Education & Welfare--Public Health Service, U.S.Gov't Printing Office, Washington, D.C.
	Discuss, compare and experiment with different methods of cleaning equipment and cleaning supplies	Score Choose	U.S.Department of Health, Education, & Welfare Sanitary Food Service Instructors Guide, 1953 $1.25, Washington, D. C.
	Study different types of floors and coverings and correct methods of care		ADA Part II, Outline of Hospital Experiences
	Experiment with cleaning agents. Use and store carefully		Sanitation Manual, American Institute of Baking 400 E. Ontario Street Chicago, Illinois

Concepts - Content	Experiences	Evaluation	Resources
	Discuss wall and ceilings Ease of cleaning Attractiveness		
	Stress the importance of safety measures. Point out that good housekeeping prevents accidents		
	Set up standards of good housekeeping techniques		

Objective:

To develop ability and skill in using sanitary dish washing procedures and in handling storage of dishes, glasses, and silver and cooking.

Concepts - Content	**Experiences**	**Evaluation**	**Resources**
DISHWASHING	Make and discuss job analysis of dishwashing		Sanitary Food Service U. S. Department of Health, Education and Welfare, 1953 U.S. Gov't Printing Office, Washington, D.C.
	Review sanitation standards and control of bacteria	Check and score regularly	
	Stress the key points in dishwashing the "How and "why"--proper detergents		Equipment Magazines Institutions, Hobart, Etc. Chicago, Illinois
	Discuss and demonstrate procedures for washing dishes by hand and machine--Show Films	Check list for procedures	West, Wood, and Harger Food Service in Institutions $12.00, Wiley & Sons, New York, 1966
	Observe the size and location of units and equipment--temperature controls		Films on Communicable Diseases--State Dept. of Health, Atlanta, Ga. Films: "In Hot Water" "Dishwashing by Hand" "Dishwashing Dividends" "Our Health in Your Hand"
	Emphasize the importance of correct temperatures		
	Practice and gain assurance skill in operating dishwasher	Performance	
	Study how to replace parts starting and stopping machine, proper cleaning and oiling		Stokes, Food Service in Industry, 1960, American Institute of Baking, John Stokes Co., Boston, 1960
Sanitation	Discuss need for strict sanitation in this area		Clawson, Equipment Maintenance Manual, Aherns Publishing Co., New York

Concepts - Content	Experiences	Evaluation	Resources
	Study and experiment with proper use of detergent, and chemicals amounts required, cost	Samples of	
	Observe routine procedures for cleaning dishwashing area (Floors, equipment, walls)	Check sheet Manuals	
Safety	Stress safety practices at all times. "Dishwashing Can Be Dangerous"	Check Sheet Manuals	
	Study equipment, magazines and/or take a tour of Food Service establishments to observe different type of dishwashing machines		

RECORDS AND REPORTS

Objectives:

- To develop some understanding of the value and purposes of records and some skill in keeping these
- To develop an understanding of the need to make accurate reports to state and federal agencies

RECORDS

Objective: ·To develop some understanding of the value and purposes of records and some skill in keeping these

Concepts - Content	Experiences	Evaluation	Resources
RECORDS AND REPORTS Records	Discuss the purposes of keeping records for both individual and business reasons.		Consultant--Food Service Manager, Owner, or Accountant
.Value of Records	Display and explain various kinds of records required for food service establishments.		
	Discuss that the forms and types of records will vary according to management and size of establishment		West, Wood, and Harger, Food Service in Institutions
. Types of Food Service Records Equipment	Invite a dietitian or food service supervisor to discuss the records kept on equipment to record purchases made, cost and maintenance, inventory, records, etc.		U.S.D.H.E.W. Guide in Nutrition and Food Service for Nursing Homes U.S.Gov't Printing Office, Washington, D.C.
Purchasing	Discuss kinds of records that one used for purchasing such as requisitions, disbursements, etc. Invite someone to discuss programmed systems used in large food service establishments to make inventory and stockroom records.		

REPORTS

Objective: To develop an understanding of the need to make accurate reports to state and federal agencies.

Concepts - Content	Experiences	Evaluation	Resources
Production	Explain and practice calculating the number of people served per meal in a specific food establishment, and then calculate the following: Portion cost per meal Cost of a recipe Cost of a menu Labor costs		
Personnel	Discuss using a profit and loss statement		
	Discuss the personnel records which are kept on food service employees such as, insurance, wage and hour records, etc.		
REPORTS			
State Reports	Discuss the types of State reports that are required to be made for food service establishments.		Booklets from appropriate state agencies. Consultant: State Tax Agent
	Invite speakers to explain the laws that concern these reports and how the reports are expected to be made considering those kept for sales tax purposes, unemployment compensation workmen's compensation, etc.		Copies of the law of Workmen's Compensations and Interpretations. Visit State Employment Security Office or have speaker
	Practice filling in forms for workmens compensation and making reports required by state.		

Concepts - Content	Experiences	Evaluation	Resources
.Federal Reports Social Security Witholding tax Commodity Foods	Discuss reasons why social security was developed to help workers Make a trip to a social security office or invite someone from the local office to explain the regulations and show reports forms which need to be kept by food service establishments Examine reports forms used for social security withholding tax commodity foods Practice making report forms accurately for the various federal agencies.		Forms for use in making Social Security reports, withholding tax and commodity foods

APPENDIX A

HOME ECONOMICS EDUCATION
VOCATIONAL DIVISION
SOUTH CAROLINA DEPARTMENT OF EDUCATION

Survey Forms To Help Determine Local Needs For Three Home Economics Occupational Employment Programs

Factors which help determine the advisability of developing occupational employment programs in a local community are opportunities for employment and a sufficient number of persons who are interested in and have aptitude for training.

To help local school personnel secure information concerning employment opportunities and pupil interest, survey forms have been developed for interviewing.

1. Businesses which employ workers in group care of children, as clothing construction aides, or as workers in food service occupations.
2. Homemakers concerning services needed in the home.
3. Pupils to determine interest in taking courses which prepare them for employment in group care of children, as clothing aides, or in food service.

Use of Survey Forms

Survey of Businesses: (green forms)

1. With the help of an advisory committee, identify business firms and agencies which have employment needs for persons in group care of children, for persons with sewing skills, and for persons in food service. Select a representative sample of each of these types of business.
2. Survey the selected sampling of business firms and agencies (green forms). The person responsible for employment or in a position of authority usually is more interested in giving accurate information.

Survey of Homemakers: (blue forms)

Homemakers of a community are key persons to indicate the types of services they need and whether they prefer to employ trained workers. The blue sheet is designed to gain this information from a representative sample of homemakers.

Survey of Pupils: (pink form)

The success of any occupational employment program depends upon the intere aptitude and attitudes of those enrolled. One means of securing information about these factors is through the survey of pupils, WEIGH YOUR FUTURE CAREFULLY. This survey may be administered in at least two different ways:

1. Potential trainees may be screened for general interest in such a program by the home economics teachers, guidance counselor, princip and others. The survey could then be given to this group who will have already expressed some interest in the program.

2. All pupils who have had some previous high school home economics could be surveyed to determine interest in becoming employable in one of the three occupations.

Gathering the Information

It is suggested that the personal interview technique be used as much as possible in administering the surveys. This method enables a more thorough explanation of the program and affords an interpretation of the questions involved. One exception might be the survey of pupil interest where groups may be assembled and given similar guidance in completing the survey.

Various individuals and groups may participate in making the surveys and in analyzing the data collected. Home Economics teachers are in a good position to survey pupil interest in occupational programs. Cooperation of others in the school including administrators and guidance counselors would be helpful in identifying pupil-interest.

The advisory committee for home economics wage earning programs can assist in surveying homemakers and businesses. Other groups such as women's clubs, PTA's, Employment Services, etc., may lend valuable assistance in these surveys. Involvement of several people or groups is advised in order to gain more interest and support for the program.

Tallying the Information

Blank survey forms offer a simple means of tallying information gained. If space is not adequate, tally sheets may be prepared using the outline from the survey.

Analyzing Information Gained

Information gained through the surveys is discussed and analyzed by the home economics teachers, school administrators, advisory committee and others involved in planning the program. If results of the surveys clearly point toward one occupation, the decision as to which course to offer is clear. If, however, the results from the groups surveyed do not coincide as to employment opportunities and trainee interest, then those responsible for the programs must analyze the results of the surveys to determine which occupation has the most promise of success from all standpoints. Additional survey forms may be needed to identify other occupations for which programs should be developed in a local school.

If a decision is made to offer a specific occupational course, the school administrator submits two copies of "Data and Plans for An Occupational Course in Home Economics" to District Supervisor of Home Economics. State Policies in "A Guide for Developing Occupational Programs in Home Economics Education", will be helpful in developing plans for an occupational program.

Appreciation is expressed to Kentucky, Oklahoma, and Alabama State Supervisors, Home Economics Education for permission to adapt and use some of their materials--The Kentucky "Guides for Using Survey Forms to Help Determine Local Needs for Three Home Economics wage-earning Programs", and the Oklahoma leaflet, "You Can Learn, Earn, Serve, Progress Through Gainful Employment in Home Economics."

(Business Survey)

SURVEY OF BUSINESSES WHICH EMPLOY PERSONS IN GROUP CARE OF CHILDREN

1. Name of Business_____________________________________

2. Name of Director or Manager___________________________

3. Type of Business

_____Day care center	_____Children's home
_____Day nursery	_____Children's ward in hospital
_____Kindergarten	_____Other, (please list)
	_____________________________
	_____________________________

4. How many employees do you have?

_____Full-time	_____Part-time

5. What age range do you prefer to employ?_______________________

6. What is the approximate length of service of these employees?

_____1 year or less

_____1 - 5 years

_____5 - 10 years

_____10 years or longer

7. When vacancies do occur how difficult are they to fill?

_____Easy, many qualified applicants	_____Informal means as word of mouth
_____Several qualified applicants	_____Others, such as__________
_____Few or no qualified applicants	_____________________________

8. Where do you go to find persons to fill jobs?

_____Advertise

_____Notify employment service

_____Notify commercial employment agencies

_____Informal means as word of mouth

_____Others, such as_______

____

____

9. What would be your opinion of a program to train high school juniors or seniors (16-17 years old) as child care workers?

_____There is a need for such a training program in our area

_____I would be interested in employing persons who have received this training

_____There is no need for this kind of program in our area

_____I am undecided regarding this kind of program

10. If such a program were developed would you be interested in cooperating in a work-experience plan*? (This is not a definite commitment on the part of your business, but rather an indication of interest.)

_____yes _____no _____undecided

*Observation and Work Experience

In addition to class and laboratory sessions each student needs opportunities for observation, participation, and on-the-job work experience.

> Observation and participation is planned to help students develop an understanding of the world of work and requirements of the job for which he is receiving training.
>
> Work experience is a paid job outside the school, specifically related to the occupation being studied in the school. It is under the supervision of both the employer and teacher of the course.

____________________Teacher
____________________School
____________________Date

LIST OF LOCAL SOURCES OF EMPLOYMENT IN THE FIELD OF CHILD CARE SERVICE

Purpose: To provide a list of establishments, organizations, agencies or services in the locality of the school-community (or commuting area) that have employment opportunities in the Child Care Service field.

Name of business, organization, etc.	Address
1.	
2.	
3.	
4.	
5.	
6.	
7.	
*8.	
9.	
10.	

(Business Survey)

SURVEY OF BUSINESSES WHICH EMPLOY PERSONS IN FOOD SERVICE OCCUPATIONS

1. Name of firm or individual____

2. Type of business

_____Cafeteria

_____Restaurant

_____Hotel or Motel

_____School Lunch

_____College Food Service

_____Hospitals

_____Nursing Homes

_____Drug Store

_____Variety Store

_____Others, (please list)

____

____

3. Type of food service

_____lunch counter

_____self-service (smorgosbord)

_____table service

_____cafeteria

_____drive-in

_____other

4. How many employees do you have in each of these jobs?

_____hostess

_____waitress

_____curb girl or boy

_____cafeteria counter server

_____cook

_____pastry cook

_____vegetable cook

_____lunch counter or soda fountain waitress

_____combination short-order cook-waitress

_____salad girl

_____general cleaner

_____dish machine operator

_____other

5. What is your work schedule?

______number of days in work week

______length of work shift

Hours of work shift
morning shift from____to____

afternoon shift from______to______

6. What is the approximate length of service of these employees?

______a. 1 year or less

______b. 1 - 5 years

______c. 5 - 10 years

______d. 10 years or longer

7. When vacancies do occur how difficult are they to fill?

______a. easy, many qualified applicants

______b. several qualified applicants

______c. commercial employment agencies

______d. informal contacts

______e. others, such as______
____

9. What would be your opinion of a program to train high school juniors or seniors (16-17 years old) for food service work?

______a. There is a need for such a program in our area

______b. I would be interested in employing persons who have received such such preparation

______c. There is no need for this kind of program in our area

______d. I am undecided regarding this kind of program

10. If such a program were developed would your firm be interested in cooperating in such a work-experience plan*? (This is not a definite commitment on the part of your firm, but rather an indication of interest.)

______a. yes ______b. no ______c. undecided

* Observation and Work Experience

In addition to class and laboratory sessions each student needs opportunities for observation, participation, and on-the-job work experience.

Observation and participation is planned to help students develop and understanding of the world of work and requirements of the job for which he is receiving training.

Work experience is a paid job outside the school, specifically related to the occupation being studied in the school. It is under the supervision of both the employer and the teacher of the course.

____________________Teacher
____________________School
____________________Date

LIST OF LOCAL SOURCES OF EMPLOYMENT IN THE FIELD OF FOOD SERVICES

Purpose: To provide a list of businesses, establishments, organizations, agencies or services in the locality of the school-community (or commuting area) that have employment opportunities in the Food Service Field.

Name of business, organization, etc.	address
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

(Business Survey)

SURVEY OF BUSINESSES WHICH EMPLOY PERSONS WITH SEWING SKILLS

1. Name of firm or individual____

2. Type of firm or business (Please check)

______Clothing Store
______Department Store
______Dry Cleaning Establishment
______Laundry
______Tailor Shop
______Speciality Shop
______Interior Decorating Shop
______Seamstress in own home
______Other, (Please list)
____
____

3. Check the types and give number of jobs which now exist in your firm:

______Alteration Specialist for men and women's clothing
______Clothing Repair Specialist
______Home Furnishing-making draperies and slip covers
______Others, (Please list)
____
____

4. Would you be willing to provide some work experience *for trainees?

______yes ______need more information ______no

5. What would be your opinion of a program to train high school juniors or seniors (16-17 years old) for food service work?

______a. There is a need for such a program in our area
______b. I would be interested in employing persons who have received such preparation
______c. There is no need for this kind of program in our area
______d. I am undecided regarding this kind of program

*Observation and Work Experience

In addition to class and laboratory sessions each student needs opportuntieis for observation, participation, and on-the-job work experience.

Observation and participation is planned to help students develop an understanding of the world of work and requirements of the job for which he is receiving training.

Work experience is a paid job outside the school, specifically related to the occupation being studied in the school. It is under the supervision of both the employer and the teacher of the course.

____________________Teacher
____________________School
____________________Date

LIST OF LOCAL SOURCES OF EMPLOYMENT IN THE FIELD OF CLOTHING, TEXTILES AND HOME FURNISHINGS SERVICES

Purpose: To provide a list of businesses, establishments, or organization in the locality of the school-community (or commuting area) that have employment opportunities in the Clothing, Textiles, and Home Furnishings field.

Name of business, organization, etc.	Address
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

(For Survey of Homemakers)

A SURVEY OF HOME RELATED OCCUPATIONS

The______________________school district is expanding it's home economics program. In addition to maintaining and improving the present program for homemaking, it may offer additional courses which prepare youth and adults for employment in jobs which are related to home economics. Your cooperation in surveying the job potential will be greatly appreciated.

Name____________________________________

1. Are you a full-time homemaker?____________

2. Are you employed outside the home?________

3. Do you employ someone to assist you with homemaking duties?____________
   Part-time_______________Full-time___________________
   What responsibilities does this person assume?
   - _____General Cleaning
   - _____Preparing meals
   - _____Laundering
   - _____Caring for children
   - _____Caring for an elderly person
   - _____Sewing for family
   - _____Custom sewing (making draperies & Slipcovers)
   - _____State other types of work done by this person:______________
     ____

4. If a person were trained as a specialist, place an x in blank beside the job for which you would employ her.
   - _____Preparing family meals
   - _____Caring for children
   - _____Caring for an elderly person
   - _____General Cleaning
   - _____Laundering
   - _____Sewing for the family (repairing, altering, mending and construction of family clothing.)
   - _____Custom sewing for the home (slipcovers, draperies)
   - _____Others, not listed____________
     ____

5. Check the appropriate age group you would prefer to hire for the jobs listed below.

JOBS	AGE GROUPS			
	16-19	20-34	35-45	45-65
Preparing meals	—	—	—	—
Caring for children	—	—	—	—
Caring for elderly person	—	—	—	—
General Cleaning	—	—	—	—
Laundering	—	—	—	—
Sewing for family	—	—	—	—

DEPARTMENT OF EDUCATION
STATE OF TENNESSEE
HOME ECONOMICS SERVICE

Date__________

1. Name of firm__________________________Address__________________

2. Type of business____

3. Person contacted______________________Title____________________

4. What are the opportunities for employment in occupations involving Home Economics knowledge and skills? (Summarize below)

Job Title or Position	No. now Employed	Addit. No. Needed	Salary Range	Job Title or Position	No. now Employed	Addit. No. Needed	Salary Range
Total				Total			

5. What educational qualifications do you require for new employees?
No Minimum_____8th Grade_____High School_____College_____Special Training__________

6. Do you require previous work experience for beginning employees? yes___No___

7. Do you anticipate any increase in employment? Types_______________

8. Do you have much turn-over of workers? yes_______no_______

9. Would you be interested in employing persons with special training? yes__no__

10. Would you be interested in present employees receiving additional training?
yes_____no_____

11. Would you be willing for trainees to observe your operation? yes____no____

12. Would you be willing for an instructor to observe your operation? yes___no___

13. Would you cooperate with on the job training experience? yes____no____

14. Indicate types of training desired______________________________

____

____

APPENDIX B

JOB ANALYSIS

"The typical vocational-education program in the high school, regardless of its organizational pattern, is designed to achieve certain goals and is organized and scheduled accordingly. Since the purpose of vocational education is to prepare individuals for entry into an occupation, course content is determined by an analysis of what the worker must know and be able to do to be successful in that occupation".[1] A job analysis then serves as a basis for program planning as it helps a teacher identify the objectives, understandings, skills and abilities to be acquired by the individual to be successful on the job.

An analysis is a cooperative venture. It is made by means of observations, interviews with workers, managers, and supervisors. It may be prepared by a teacher, manager, worker, or by occupational specialists and qualified professional personnel.

In making an analysis the job is first specifically defined. The definition includes the answers to these three questions:[2]

1. What is done?
   An analysis of what the worker does identifies the duties, tasks or functions performed by the worker.

2. How is it done?
   A description of how a job is done includes the skills and abilities needed by the worker.

3. Why it is done?
   An answer to this question identifies the knowledge, understandings, principles, attitudes required for successfully performing the job.

A careful study of a job definition or description will also help determine:

1. The qualifications of enrollees as to

   - The minimum educational background necessary for trainees

   - the maturity level of enrollees. This is influenced by amount of responsibilities to be carried by the worker, the probability and effect of mistakes which might be made on job in terms of added costs, customer relations, and human development.

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1. Ohio State University, Theory into Practice, Vol. III No. 5, p. 174

2. Employment Security Review, "The New Dictionary of Occupational Titles", Feb. 1963, by A. B. Eckerson.

  - The aptitude, interests, and temperament needed by workers. This will be helpful in setting up criteria for selection of enrollees.

2. The length of the training course

    - the number of weeks or months of training that is necessary for enrollee to learn the job.

3. The equipment needed

APPENDIX C

SUGGESTIONS FOR WRITING FOOD SERVICE EQUIPMENT SPECIFICATIONS

William P. Rosselle
Atlanta, Georgia

GENERAL REQUIREMENTS

1 - Scope of the Work

The Equipment specified herein is to be delivered to the job site, with all transportation charges prepaid, uncrated, assembled and erected in position, as shown on plans, ready for mechanical and electrical connections. Each heated, cooled and mechanically operated fixture is to be tested and the operation and care of the equipment is to be demonstrated to the owner. The equipment contractor whall remove all rubbish and debris, caused as a result of work under this contract, and clean up equipment furnished.

2 - Wood by Others

Others will provide roughing-in and make connections to the fixtures after they have been erected. Others will provide cut-off valves in steam supply lines, traps in steam return lines, stop cocks in gas supply lines, connected wastes and traps for sinks and fused disconnect switches.

3 - Cooperation with Others

The equipment contractor shall cooperate to the fullest extent with all others concerned with the building and equipment project. Within six weeks of being awarded a contract, the equipment contractor shall furnish complete shop drawings and plans showing the size and location of all outlets required for the fixtures included.

4 - Equipment Requirements

All steam heated fixtures shall have mounted operating valves and shall be furnished equipped to operate at the steam pressure shown in the equipment schedule. Pressure reducing valves shall be furnished with fixtures for operation at a lower pressure. Thermostatic controls are to be provided and be properly mounted on fixtures only as called for in the detailed specifications.

All gas heated fixtures shall have burners, gas cocks and controls that have been approved by the American Gas Association. They shall be for the type of gas furnished to the project.

All electrically heated and motor driven fixtures shall be for the current shown in the equipment schedule and have mounted switches and controls, all wired complete so only one connection will be required for each fixture or complete section of a fixture.

All fixtures to be fabricated special shall be the products of one manufacturer that has the approval of the owner. They shall comply with local and state health board requirements and with Standard No. 2 of the National Sanitation Foundation. They shall not be constructed until after detail drawings have been approved.

5 - Materials and Workmanship

All materials, equipment, etc., shall be new and of the kinds specified and shall be in undamaged condition when turned over to the owner. All workmanship shall be of the best quality by craftsmen skilled in their respective trades.

6 - Standard Fixtures

Various Items are specified herein by Model Number, Brand, Trade Name or name of the manufacturer and it is the intent of this specification that the fixtures, so specified, be furnished. Bids including substitute fixtures will not be considered unless approval, of such fixtures, is secured before bids are taken.

7 - Guarantees, Warranties and Service

The Equipment Contractor shall guarantee each piece of Equipment furnished by him to be of the capacity specified, to operate correctly and that it has been correctly installed and connected. All fixtures shall be guaranteed for a period of one year after acceptance by the Owner. Any complete fixture or parts of fixtures found defective or not operating properly shall be replaced at no cost to the Owner. Improper connections to fixtures and improper operation of fixtures shall void the guarantee, however, it is the responsibility of the Equipment Contractor to submit evidence in writing specifically describing conditions that might relieve him from the terms of this guarantee.

All refrigerating systems shall have a five year warranty and one year service. The service shall be provided by the Equipment Contractor. The warranty shall be provided by the manufacturer of the refrigerating units. The service shall be complete and include all cost of keeping the refrigerated fixtures in operation for a full year after acceptance by the Owner. The warranties are to cover replacement parts of the refrigerating systems and controls for four years after termination of the service period. Warranties shall not include electrical parts, transportation or labor.

8 - Name Plates

All fixtures shall have small name plates giving the names and address of the manufacturer and the model number or serial number of the fixture. All fixtures with electric motor drive or electric heating units shall have accessible name plates giving full electrical characteristics.

GENERAL SPECIFICATIONS OF FIXTURES TO BE FABRICATED

1. STAINLESS STEEL

All stainless steel shall be type 302 or 304 with 18% chromium and 8% nickle. Sheets shall be polished to number 4 commercial grind. Tubes shall be number 100 grit grind. All joints shall be electro-welded. Welds shall be by the Heliarc process where practical. Welds shall be ground and polished to the origional finish. They shall be free from cracks and be smooth and flush without the use of solder.

2. STAINLESS STEEL TOPS

All stainless steel tops shall be fabricated of 14 gauge stainless steel sheets with all free standing edges rolled down at least 1-3/4" and corners rounded on at least a 3/4" radius, unless otherwise called for in the Detailed Specifications.

Stainless steel tops shall be reinforced on the underside with 12 gauge galvanized steel channels running from front to back and with center bracing where required to hold tops flat and even. The channels shall be welded to the undersides of tops and all legs, bodies, drawers, etc., shall be secured to the channels. There are to be no bolts or rivets extending through work tops.

Stainless steel tops, on pipe leg fixtures, shall be sound deadened by means of three coats of hammertone gray enamel sprayed on the undersides.

3. PIPE LEGS

All pipe legs shall be constructed of 16 gauge stainless steel tubes 1-5/8" outside diameter. Legs shall be braced by means of 16 gauge stainless steel tube rails at least 1 1/4" outside diameter. The rails shall be welded to the legs 12" above the floor unless otherwise called for in the Detailed Specifications. The rails shall be constructed to form rectangular, "T", "L", or "H" frames and there shall be at least one brace welded to each leg. Legs on tables shall not be over 5'-6" apart. Rails are required on sink legs only where necessary to support lower shelves.

Pipe legs are to have fully enclosed stainless steel top gussets welded to reinforcing frames on table tops and to bottoms of sinks. Each leg is to have a bullet shaped, stainless steel, enclosed bottom, adjustible foot screwed into a collar welded in place on the inside of the leg.

4. LOWER SHELVES

Lower shelves, on pipe leg tables, shall be constructed of 16 gauge stainless steel sheets. They shall be made in loose removable sections resting on the tubular rails. Sides and ends of shelves shall be rolled down over the rails. Ends of shelf sections, that abut each other, shall be turned down 1 1/2" and be flanged in 1/2".

5. ELEVATED SHELVES

All elevated shelves shall be constructed of 16 gauge stainless steel sheets with front edges rolled down 1 1/2". Backs and ends shall be turned up 1 1/2" unless otherwise called for in the detailed specifications. Elevated shelves shall be mounted on stainless steel tube and rod supports or stainless steel end brackets arranges so they will not obstruct working tops.

6. DRAWERS

All drawers shall be 20" x 20" x 5" deep unless otherwise called for in the detailed specifications. The bodies shall be constructed of 18 gauge stainless steel sheets with rounded corners. Drawer fronts shall be 14 gauge stainless steel sheets with recessed stainless steel pulls. All drawers shall be mounted on channel frames with nylon or stainless steel ball bearing rollers and be designed for full opening. They shall be reinforced so that they will support a weight of 150 pounds when fully extended.

7. CABINET BASES

All cabinet bases shall be constructed of 18 gauge stainless steel sheets reinforced with 1 1/2" x 1 1/2" x 1/8" galvanized steel angles. Cabinet base fixtures shall be mounted on 8" high adjustable, enclosed bottom, sanitary type, polished stainless steel feet.

8. SHELVES IN CABINET BASE FIXTURES

All cabinet base fixtures shall have lower shelves constructed of 18 gauge stainless steel sheets. The backs and ends shall be turned up 1 1/2" and be securely welded or riveted in place. All front edges shall be turned down and be formed over the galvanized steel reinforcing frames of the cabinet.

Intermediate shelves shall be provided only where definitely called for in the detailed specifications. They shall be constructed of 16 gauge stainless steel sheets with backs and ends against bodies turned up 2". They shall be securely welded or riveted in position. Front edges shall be turned down 1 1/2" and flauged back 1".

9. SLIDING DOORS

All sliding doors shall be constructed of 18 gauge stainless steel sheets of double pan construction with 3/4" thick sound deadening fiberglass between the two thicknesses of metal. The doors shall be mounted on ball bearing stainless steel rollers either top or bottom mounted. If top mounted, they shall be designed so that they cannot possibly come off of their tracks reguardless of how hard they are slammed shut or open. They can be constructed so it will be necessary to use tools to remove them from cabinets. If bottom mounted, they shall operate in open tracks that cannot become clogged. They shall have recessed stainless steel pulls. There shall be a 12 gauge stainless steel angle clip behind the pull of each outer door which will contact the inner door edge and be a stop so the doors cannot completely overlap.

10. SINKS

All sinks shall be constructed of 14 gauge polished stainless steel sheets with all corners, both vertical and horizontal, rounded on full 1" radii and bottom interior corners full coved. Sink fronts shall be flush and smooth without filler pieces. Front and free standing rims shall be 1 1/2" wide with rounded tops 35" above the floor.

Backs of sinks are to be 3" higher than the rims, be turned back to provide the overall width called for in the detailed specifications and be turned down 1 1/2". There is to be a model No. B-221 T & S deck mixing faucet with 12" swing nozzle mounted on each back rim centered over each single compartment sink and over each partition of each multiple compartment sink.

Each compartment of each sink shall have a chromium plated waste outlet with a strainer and an externally operated lever handle. Wastes shall be depressed in the bottoms of the compartments and the bottoms shall pitch down to the wastes. Overflows shall be provided only where definitely called for in the detailed specifications. Dimentions given in detailed specifications are inside of sink compartments. Depth is from the top of the front rim to the bottom of the compartment. Sinks shall be mounted on stainless steel legs.

11. DRAINBOARDS

All drainboards shall be constructed of 14 gauge stainless steel sheets. They shall be made integral with sink bodies or be welded to sinks. Drainboards shall have rolled rims on fronts, free standing ends and backs, the same as specified for rims on the fronts of sinks. Sink and drainboard rims are to be integral or be welded together. Drainboards shall pitch down to sinks. The rims are to be 3" high with all interior corners, both horizontal and vertical, formed integral or rounded and welded.

12. INSERT SINKS

Sinks mounted in the tops of fixtures shall be constructed the same as specified for other sinks except they shall be welded to the tops and are not to have back ledges or legs, A Model No. B-222 T & S deck type, chromium plated, mixing faucet with a 6" swing spout shall be mounted on each top to the rear of each insert sink, Faucets shall be centered over single compartment sinks and be over each partition of each multiple compartment sink.

13. FIELD MEASUREMENTS

It shall be the responsibility of the equipment contractor to secure his own field measurements and to fabricate the fixtures to properly fit into spaces provided, maintaining planned work spaces between fixtures and passages around fixtures. All fixtures shall be installed free standing with a minimum of 4" between edges of fixtures and walls.

APPENDIX D

OUTLINE SPECIFICATIONS FOR FOOD SERVICE EQUIPMENT

Use Of This Material

This material is intended as a guide in writing detailed equipment specifications. For each piece of equipment suggestions are given for the type of information that needs to be included in the specifications.

Make and model number may be used in lieu of detailed information when a substitution clause is included. This clause states in effect:

> Trade names are used as standards of quality.
> Should a contractor wish to use any other product, he must so state clearly.
> Contractor must state what credit will be allowed for substitution.
> Approval for substitutions must be made prior to bid.

Any variables such as number of oven racks, perforated or solid steamer pans or mixing bowl adapters, need to be specified in addition to make and model number.

"Or equal" should not be used because of the difficulty of proving equality.

RANGE

Dimensions: ______________________
Material: ____
Fuel: (a) gas_______type_______BTU_______________________
(b) Electric________voltage________phase_______________
Top arrangement: (a) solid hot top____________________
(b)
(c)
Backshelf: double deck_______17" shelf_______vent flue____________
single deck________
Legs: Stainless Steel
Approval: NSF___________________AGA____________UL___________

STEAMER

Number of compartments: ____________________
Capacity: 12" x 20" pans, __________" deep.
Materials: Interior ____________________
Exterior ____________________
Doors ____________________
Construction: ____________________
Approximate shipping weight: ____________________ lbs.
Type: (a) gas __________ type __________ BTU __________
(b) electric __________ voltage __________ phase __________
(c) direct steam ____________________
Pans to be furnished: Number __________ dimensions __________
material __________ gauge __________ seamless __________
seamed __________ perforated __________ solid __________
Shelves: No. __________ automatic sliding __________ removable __________
Timer: Manual __________ automatic __________
Low water cutoff: ____________________
Steam pressure gauge: ____________________
Pressure limit control: ____________________
Approval: NSF __________ AGA __________ UL __________

STEAMKETTLE

Full capacity in gallons: ____________________
Dimensions: inside diameter __________ outside diameter __________
height __________
Material: Interior ____________________
Exterior ____________________
Finish ____________________
Type: deep __________ Shallow __________ table __________
floor __________ tilting __________
Fuel: (a) gas __________ type __________ BTU __________
(b) electric __________ voltage __________ phase __________
(c) direct steam ____________________
Draw off valve: ____________________
Cover: ____________________
Thermostatic Control: ____________________
Steam pressure gauge: ____________________
Low water cutoff: ____________________
Elevated swing spout (for filling): ____________________
Approval: NSF __________ AGA __________ UL __________

DISHWASHER

Type: ______________________________
Material: ______________________________
Motor: HP__________voltage____________phase________
Tank heating equipment: (a) gas________type_________BTU______________
(b) electric______voltage______phase__________
Low water cutoff: ________________
Thermostatic control: ________________
Direction of operation: right to left_________left to right_____________
Racks: number__________________
Front panel: ____________________
Wash and rinse thermometers: ______________________________
Legs: stainless steel____________________________
Pre-rinse: type__________fresh water________recirculating__
Approval: NSF_____________AGA____________UL__________

REFRIGERATOR

Capacity: Gross____________Cu.Ft. Net__________Cu.Ft.
Material: exterior________________sides______________
front_________________interior______________
Doors: hardware________________locks______________
Shelves: _____________________pan slides_____________
Unit: Make_________________motor______________
electrical characteristics____________________
self-contained____________remote___________
Guarantee: ______________________________
Other connections: ______________________________
Insulation: type_________________thickness____________
Structural Description: ______________________________
____
____

MILK BOX

Type: Door____________________Lid_______________
Capacity: __________1/2 pt. cartons; __________1/2 pt. bottles.
Exterior dimensions: length_______________width__________height____
material_________________________Gauge______
construction______________________________
Interior: material________________gauge______________
construction______________________________
Insulation: ______________________________
Refrigeration system: HP_______________voltage_________phase_____
Guarantee: ______________________________

FREEZER

Capacity: Gross__________lbs. Net__________lbs.
Material: exterior__________sides__________
front__________interior__________
Doors: hardware__________locks__________
Shelves: __________pan slides__________
Unit: Make__________motor__________
Electrical characteristics__________
self-contained__________remote__________
Guarantee: __________
Other connections: __________
Insulation: type__________thickness__________
Structural Description: __________
____

MIXER

Capacity: __________Qts.
Material: __________
Motor: HP__________voltage__________phase__________
Type of Drive: __________
Service Available:
Standard Equipment:
Bowls__________, tinned. If stainless bowl specified, list under accessory equipment.
Flat Beater__________
Wire Whip__________

Accessory Equipment: Bowls:* Number__________capacity__________material__________
Dough Hook__________
Splash Ring__________
Vegetable Slicer** (with slicer plate, standard)
Shredder Plate, 5/16".
Bowl Adapter (must be specified for 30 or 60 qt. machine)

PEELER

Motor: HP__________voltage__________phase__________
Drive: Belt__________gear__________
Hopper: material__________
construction__________
Abrasive Disk: __________
Peel Trap: __________

---

* Desirable to specify one additional bowl.

** If food cutter is anticipated for this operation, do not include vegetable slicer attachments.

Water Inlet: Non-siphon__________
Working Capacity: __________________lbs.
Finish: ____________________________________
Net Weight: __________________lbs.

FOOD CUTTER

Motor: HP__________voltage________phase__________
Capacity: ______________
Transmission: ______________
Finish: ____________________________________
Net Weight: ______________

BAKERY RACK

Dimensions: length__________width________height__________
Capacity: ______________________
Spacing: ______________________
Material: ____________________________________
Construction: ____________________________________
Type Casters: ____________________________________
Shipping Weight: ______________________

HALF UNIT RANGE

Dimensions: __________________
Material: ____________________________________
Fuel: (a) gas________type________BTU__________
(b) electric_______voltage________phase________
Legs: height__________________material__________
Approval: NSF______________AGA__________UL________

SLICER

Material: ____________________________________
Finish: ____________________________________
Motor: HP__________voltage__________phase________
Dimensions: __________________
Blade: Material__________size________type________
Capacity: __________________
Safety Features: ____________________________________
____

Sanitary Features: Both sides of blade, easily accessible for cleaning. Entire machine can be thoroughly cleaning without the use of tools. Feed-through should be readily removable for cleaning.

APPENDIX E

SUGGESTIONS FOR FACILITIES AND EQUIPMENT

I. Establish the Needs of the Institution

- A. Philosophy of the school

- B. Pre-planning Considerations

  1. Space required
  2. Projected class enrollment
  3. Description of clientele
  4. Number to be served
  5. Hours of service
  6. Types of service
  7. Peak load
  8. Money available
  9. State and local laws

II. Facility and Layout

- A. Facilities

  1. Space
     - a. Operating
     - b. Teaching
       - (1) Extra space for students
       - (2) Demonstration area
     - c. Classroom and office
     - d. Locker rooms, showers and toilets
     - e. Receiving area
     - f. Storage rooms
       - (1) Food and supplies
       - (2) Cleaning supplies and equipment
     - g. Dining area
     - h. Serving area
     - i. Trash room
  2. Interior finish
     - a. Floors--ease of care, sanitation, aesthetic
     - b. Walls--ease of care, sanitation, aesthetic
     - c. Ceilings--ease of care, sanitation, aesthetic
     - d. Lighting--ease of care, sanitation, aesthetic

3. Utilities available
4. Heating and air conditioning or air cooling

B. Plan layout and floor space

Layout and floor plan

a. Activity areas to be arranged
   1. Receiving and storage
   2. Meat
   3. Vegetables
   4. Baking
   5. Salads
   6. Desserts
   7. Beverages
   8. Serving
   9. Dining
   10. Dishwashing (garbage--trash)
   11. Pots and Pans

b. Principles involved
   1. Floor:
      A sequence of operation or the movement of materials from receiving to final clean up
      Used for a guide for section location
   2. Equipment relationships
      To avoid backtracking loading platform, receiving area, storerooms, refrigerators, good preparation, cooking, serving and dining area should be laid out so that food and supplies flow generally in one direction.
      Appliance should be placed near the work area where needed.

c. Handling of materials, tools and utensils
   1. Store at point of first use
      Separate into local storage at individual work centers.
   2. Allow for economy of motion
      Store according to frequency of use
   3. Use space economically
      Provide specific sizes
      Consider distance between shelves as well as the depth
   4. Minimize handling and storage
      Trucks, conveyers and mobil storage units reduce handling and storage
   5. Systematize
      Organization of storage aids

6. Use good handling procedures
    Incorporate safety, sanitation and security
    Limit loads to be lifted
    Clear aisles and have good traffic flow
7. Co-ordinate
    Develop a satisfactory communication system

Determine the space needed for equipment

IV. (Space)

There is no set formula for determining space needs therefore this must be determined by your own institution. The following are a few suggestions.

Stokes, Tohn W., Food Service and Institutions, (John W. Stokes and Company) Management Consultants, Watertown Station, Boston 72, Mass) William C. Brown Company Publishers, Dubuque, Iowa

	Pages
Cafeteria Dining Space--12 sq. ft./seet	42
Table Service Dining Space--15-18 sq. ft/seat	42
Loading Platform--at least 6' in depth, minimum 60 sq. ft. (6x10) where 300 meals are served daily.	44
Receiving Area--at least 60 to 80 sq. ft. Garbage or Trash Storage. None Given	44
Storage Area--1/2 cu. ft./person served (dry food storage) Steel shelving should be at least 18 inches in depth. W/14 ins. between the upper shelves	44
Supply Storeroom--minimum 40 sq. ft.	44
Refrigeration--Meats and Poultry storage will normally require from 35% to 40% of the total refrigeration capacity.	45
Dairy Box--(Temperature range from 33° to 37° F) 20% to 25% of total refrigeration	47
Fish & Vegetable Box--(40° to 45° F) 20% to 25% total refrigeration.	47
Fish Box--(31° to 40° F) Capacity will depend upon quantities used.	47

Pages

Kitchen Area--will depend upon: menu, type of service volume of food prepared and cooked in relation of kitchen space to dining area in terms of percentage ranging from 33 1/3% to 66 2/3% 47

Ohio's Suggested Space and Equipment for Two-Year Technical Programs in Food Service

Suggested Space and Equipment for 2 year Technical Program in Food Service.

Technical Foods Laboratory--1,440 sq. ft. minimum

Dining Area--960 sq. ft. which will accommodate approximately 40 persons at any time.

Dry Storage of Food Supplies--200 sq. ft. minimum

Student Locker Room (Women)--300 sq. ft.-- 25 students

Student Locker Room (Men)--300 sq. ft.

Related Classroom--900 sq. ft.

Office--100 sq. ft.

Food Service (4th Ed)
In Institutions,
West, Bessie Brooks
Wood, Levelle
Horger, Virginia
John Wiley & Sons, Inc.
New York

Pages

Square feet/seat

School Lunchroom--9-12 555

Hotel & Club Banquet Rooms--10-11

Commercial Cafeteria--16-18

Industry and University Cafeterias--12-15

Residence Halls--12-15

Restaurants and Hotels--(table service)--14-16

Lunch Counters--18-20	Pages
Main Traffic Aisles--minimum 5 ft.	563
Aisles between equipment and work tables at least 3'	
Ovens-- 3 1/2 to 4 ft. in front of ovens	
Kettles--where contents of the kettle are emptied--3 1/2 to 4 ft.	

Preparation	Pages
Employees--4 linear ft./employee. Feet will increase to a minimum of 6 ft. where as many as 3 or 4 ovens are used for roasting	563
Work Table--used on both sides by different workers 3' 6" Maximum reach over a table 20".	
Baking & Salad Employees--4' to permit sufficient area for spreading out materials.	
Receiving Area--Platform scales--8'. Outside door 4 or 5 foot single or double door.	567
The Pot and Pan Area--3 compartment sink with drain board	575
Serving Area--20' Counter in the small school lunch. 50' Counter Commercial (trend toward shorter).	
Seating Capacity--about 300, about 2 counters	
Dining Aisles--4 1/2 to 5 ft. advisable	

Also Dukas and Lundbery

How to Operate a Restaurant Ahrens Publishing Company, N.Y. 1962.

III. Equipment

1. Selection
    a. Type
        (1) Portable--if possible
        (2) Kind of fuel
        (3) Size--smallest to fit needs

- b. Cost
  - (1) Purchase
  - (2) Operating
  - (3) Maintenance
- c. Safety Standards
- d. Sanitary Standards
- e. Availability of service

2. Specifications
   - a. General information
     - (1) Must conform to state and local laws
     - (2) Specifications should be all inclusive but as short as possible
     - (3) Include as many of the following as may be applicable to the situation.
       - (a) Material
       - (b) Finish
       - (c) Top arrangement
       - (d) Capacity
       - (e) Dimensions
         - Right to left
         - Front to back
         - Work height
         - Overall height
       - (f) Kind of fuel
       - (g) Motor
         - Horsepower
         - Voltage
         - Phase
       - (h) Services Available
       - (i) Standard equipment accessories
       - (j) Legs
       - (k) Approval of NSF, AGA, VL
     - (4) Request 3 bound books which include
       - (a) Specifications
       - (b) Instructions for operations, care and maintenance
       - (c) Pants list
       - (d) Nearest service agencies
     - (5) Request 10 operating manuals
     - (6) Include at beginning of specifications

The Scope of Work:

"The equipment specified herein is (or shall be) delivered to the job site with all transportation costs prepaid, be unpacked, assembled and erected in position, as shown on the plans, ready for mechanical and/or electrical connections. The equipment supplier is to demonstrate the use and care of equipment to the owner."

Quote from Mr. Rossells

b. Specific information

See sample specifications in appendix.

APPENDIX F

SUGGESTED LIST OF EQUIPMENT

A. Laboratory Equipment

1. Cooking Equipment
   - Range with grill
   - Broiler
   - Deep Fat Fryer
   - Stack ovens--roasting & baking decks
   - Convection oven
   - Steamer--2 or 3 compartments
   - Small steam jacketed kettles (3)
   - Pot Fillers (Faucet)
   - Tilting kettles (2)
   - Toaster
   - Hood or hoods over the cooking equipment

2. Preparation Equipment
   - Mixers, portable (2) with standard attachments including dough book.
   - Stainless steel portable tables for the mixers equipped with lock casters.
   - Slicer
   - Ice Maker
   - Stainless steel tables
     - Cook's, portable
     - Baker's, portable, with shell for cannisters
     - Salad making table with sink
     - Preparation table
     - Receiving table
     - Sink in cook's area with disposer
     - Sink in vegetable preparation with disposer
     - Three-compartment sink with drainboards
     - Dishwasher--tank conveyer belt type with booster heaters
     - Disposer with pre rinse
     - Soiled dish table
     - Clean dish table
     - Equipment for coffee, tea, milk
     - Scales
       - Receiving
       - Ingredient
       - Position
     - Proof box
     - Cooling racks

3. Storage
    - Refrigerators (reach-in)
    - Milk Storage (if needed)
    - Freezers (reach-in)
    - Shelves for storage room
    - Dollies for crates, etc.
    - Mobile utility truck
    - Dish and pan storage racks (portable)

4. Service
    - Hot food server, portable
    - Cold food server, portable with milk refrigeration
    - Tray rails
    - Sneeze guards

5. Sanitary
    - Garbage can on dolly in each work area
    - Can wash in garbage room
    - Incinerator if permitted
    - Wash basins with foot controls in each work area
    - Water cooler (drinking fountain)
    - Cleaning equipment
    - Exhaust fans

6. Miscellaneous
    - Clock
    - Fire extinguishers

7. Dining
    - Tables
    - Chairs
    - Serving tables, etc.

B. Teaching Equipment

1. Classroom
    - Chalk board
    - Bulletin board
    - Audio-visual Devices
        - Over-head projector
        - Film strip and movie projectors
        - Screens
        - Closed circuit T. V.
        - Dark shades
    - Reference library

2. Laboratory
   - Demonstration center (portable)
   - Overhead mirror
   - Seating for students
   - Chalk board
   - Bulletin Boards

3. Management
   - Office
     - Desk
     - Chairs
     - File cabinets
     - Book shelves
     - Bulletin board
     - Utility cast on casters
     - Storage (other)

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